

Douglass Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



Each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Douglass Middle School
Street	525 Granada Dr.
City, State, Zip	Woodland, CA 95695
Phone Number	(530) 666-2191
Principal	Cristina Morel
Email Address	cristina.morel@wjusd.org
School Website	https://dms.wjUSD.org/
County-District-School (CDS) Code	57727100000000

2022-23 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjUSD.org

2022-23 School Overview

Principal's Message

Douglass Middle School is a comprehensive, traditional middle school on a traditional calendar serving 7th and 8th graders from across Woodland, CA. During the 2021-2022 school year, 820 students were enrolled.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 61,032 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021- 22 school year.

Douglass Middle School's Vision and Mission Statements:

The Vision for Douglass Middle School is to produce students who will be self-sufficient, contributing members of our community and society.

Our mission is to consistently give our students opportunities to strategically process content using Writing, Inquiry, Collaboration, Organization, and Reading strategies ensuring ALL students will have equitable access to college and career readiness.

Douglass's Lion Code:

R.O.A.R. Be Ready, Offer Kindness, Act Safely, Act Responsibly

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	430
Grade 8	390
Total Enrollment	820

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.5
Asian	7.4
Black or African American	1.1
Filipino	1.0
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.8
White	15.5
English Learners	19.3
Foster Youth	0.4
Homeless	0.6
Migrant	3.2
Socioeconomically Disadvantaged	71.7
Students with Disabilities	11.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.70	89.59	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.58	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	3.00	7.81	29.10	5.99	18854.30	6.86
Total Teaching Positions	38.80	100.00	485.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.70	87.20	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	4.72	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.28	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.42	8.20	1.68	11953.10	4.28
Unknown	1.30	3.29	18.00	3.70	15831.90	5.67
Total Teaching Positions	42.10	100.00	488.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00

Total Teachers Without Credentials and Misassignments	0.00	0.90
--	------	------

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	0.00	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%

Mathematics	Houghton Mifflin-Big Ideas HoughtonMifflin-Go Math! Adopted 2016 Adopted 2015	Yes	0.0%
Science	Pearson/Prentice Hall Adopted 2008	No	0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2006 Holt, Rinehart & Winston Adotped 2001	No	0.0%
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Originally constructed as Woodland High School in 1912, the facility opened as Douglass Middle School in 1971, when a new high school was built off of Beamer. Douglass offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one cafeteria, one staff room, two gyms and a sport court, an industrial arts room, a music room, and a ropes course. In fall of 2010-11 a fully operational greenhouse was opened on campus for scholastic and community use. The school also houses the district K-8 Independent Study Program. Facility information is current as of November 21, 2022.

Cleaning Process

The principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A computer work order process is used to ensure efficient service and highest priority for emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

11/21/2022 - 11/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A 04: 2: Missing vent cover. Work order 51896 Administration: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Extremely dirty and especially restroom fans. 5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. needs attention overall. Very dusty throughout. Work order 51905
Interior: Interior Surfaces			X	A 05: 4: Strip floor and wax by entry Custodian to complete 8: Gender Neutral restroom #1 patch & paint wall

School Facility Conditions and Planned Improvements

clean ceiling above door
Work order 54358
Gender Neutral restroom #2
patch & paint wall
clean ceiling above door
Work order 54359
A 06:
4: (D) Ceiling tiles have holes or stains. Please check roof for leaks. Paint stains.
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Replace ballast.
In spare room, 1 light fixture needs diffuser
Work order 51899
A 07:
4: (D) Ceiling tiles are missing. Roof/Ceiling tiles need to be repaired. Please paint roof in various locations (leak stains)
15: Door handle is loose.
Work order 51900
A 08:
4: Ceiling tile stain by entry door.
Work order 51902
A 09:
4: East wallcovering needs to be repaired
Work order 51904
B 01:
4: (D) Ceiling tiles have holes or stains. Stained and bowing ceiling tiles around HVAC return (please replace).
8: (D) Back toilet seat needs replacement (loose and coming off) - Boys RR in B Wing
Work order 51906
B 02:
4: (D) Ceiling tiles have holes or stains. Ceiling tiles stained and bowed around HVAC return.
B 04: 4: (D) Ceiling tiles have holes or stains. SE corner tiles broken and need replacement. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle back lighting needs new bulb, check ballast operations as well."
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle back lighting needs new bulb, check ballast operations as well.
Work order 51907
B 06:
4: (D) Ceiling tiles have holes or stains. Back SW corner (4) stained tiles, please replace.
5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Excessive surface dust throughout.
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle W bulb out, replace bulb and check ballast.
Work order 51920
B 11:
4: (D) Ceiling tiles have holes or stains. Back corner replace 18 ceiling tiles 12x12.
9: (D) Add aerator on sink

School Facility Conditions and Planned Improvements

		<p>Work order 51922 Band Room: 4: Ceiling tile need to be replaced, hanging down by supply. 7: Receptacle plate needs to be replaced on the bound back wall. Double Light plate cracked, please replace. Work order 51924 C 01: 4: (D) Ceiling tiles have holes or stains. (7) 12x12 tiles need replaced around the return (SEE Rob for install) (D) Ceiling tile loose and hanging between 2 light fixtures when you come through entry (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) - Rubber molding needs replacement on back wall, approx. 2' (black) 7: (D) SE corner cracked lens cover - please replace Work order 51925 C 06: 4: Northwest corner Cover plate needs to be fixed (missing screw). Replace/repair ceiling tiles they are stained and falling. 15: Exterior door handle needs to be repaired/replaced. C 08: Ceiling tile needs to be repaired/replaced. Exterior door handle needs to be repaired/fixd Work order 51929 Gymnasium: 4: (D) There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits) - Ticket booth ceiling is peeling off - scrape and repaint (D) Men's locker room, repair ceiling - have made numerous attempts, need to hire this out 5: South Gym (D) Floors and carpets appear to NOT have been swept or cleaned within the last week. Girls locker rooms. Dirt below benches. (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. (X) Floors appear to not have been swept or vacuumed in over two weeks. 8: (D) Staff RR replace toilet seat (D) Men's locker restroom middle urinal is leaking Work order 51937 Library: 4: (D) Measure and replace chipped Formica front work order 51939</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>	<p>A 10: 5: Floors/ carpets need to be vacuumed and cleaned. (stains) 8: Girls Bathroom, spiderwebs above entry door sink faucet cap missing, far left. trash cans need to be replaced with dog house trash has not been picked up Work order 51904 Grounds: 5: (D) sink holes from tree removal needs to be graded and back filled (see Rob)</p>

School Facility Conditions and Planned Improvements

			<p>Work order 51936 MPR: 4: Replace floor tiles by the kitchen area. Remove any unused wiring on the south wall. 5: Floor needs to be cleaned and waxed. Work order 51940 Room D4: 5: Dog kennel needs to be removed. Book case is over 4ft tall, it needs to be secured to the wall or removed. 9: Faucet is loose and needs aerator. Work order 51944</p>
<p>Electrical</p>		<p>X</p>	<p>A 03: 7: Missing 2 diffusers. 15: Door handle key wont turn. Missing doorstop. Work order 51896 A 06: 4: (D) Ceiling tiles have holes or stains. Please check roof for leaks. Paint stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Replace ballast. In spare room, 1 light fixture needs diffuser Work order 51899 B 04: 4: (D) Ceiling tiles have holes or stains. SE corner tiles broken and need replacement.7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle back lighting needs new bulb, check ballast operations as well." 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle back lighting needs new bulb, check ballast operations as well." Work order 51908 B 06: 4: (D) Ceiling tiles have holes or stains. Back SW corner (4) stained tiles, please replace. 5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Excessive surface dust throughout. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Middle W bulb out, replace bulb and check ballast. Work order 51909 B 07: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Front center 2 fixtures (4 bulbs) replace and check ballasts. Work order 51920 B 12: 7: (D) Ceiling tiles have holes or stains. 1 ceiling tile hanging down in front of windows (12x12) 15: First entry door (room number on) ~ door stop needs adjusted (D) Doors are NOT intact or have other conditions that could present safety hazards. Work order 54374 Band Room:</p>

School Facility Conditions and Planned Improvements

			<p>4: Ceiling tile need to be replaced, hanging down by supply. 7: Receptacle plate needs to be replaced on the bound back wall. Double Light plate cracked, please replace. Work order 51924 C 01: 4: (D) Ceiling tiles have holes or stains. (7) 12x12 tiles need replaced around the return (SEE Rob for install) (D) Ceiling tile loose and hanging between 2 light fixtures when you come through entry (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) - Rubber molding needs replacement on back wall, approx. 2' (black) 7: (D) SE corner cracked lens cover - please replace Work order 51925 C 02: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Lighting fixture front of S wall bulb is out (check ballast also). (D) Back lighting fixture above white boards is not operable, perform diagnosis and repair. Report to Rob please for approvals if major. Work order 51926 C 03: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Back W wall has one bulb out - check operations of ballast too. Work order 51927 C 04: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Back of room middle fixture, side bulb out, check ballast as well. Work order 51928 C 10: 7: Mount loose switch on south wall Work order 51933 E 02: 7: Reception to ag building: Light not working Remove cabling for cable TV that is no longer in use, reception, room 2 and room 1 as well as old monitors. Work order 51934 Room D2: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 2 bulbs out, please check ballasts also. Work order 51942</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>A 01: 9: Exterior hose bib in sidewalk needs cover. 11: Unapproved chemicals need to be removed from underneath sink. Work order 51894 A 10: 5: Floors/ carpets need to be vacuumed and cleaned. (stains) 8: Girls Bathroom spiderwebs above entry door</p>

School Facility Conditions and Planned Improvements

			<p>sink faucet cap missing, far left. trash cans need to be replaced with dog house trash has not been picked up Work order 51904 B 01: 4: (D) Ceiling tiles have holes or stains. Stained and bowing ceiling tiles around HVAC return (please replace). 8: (D) Back toilet seat needs replacement (loose and coming off) - Boys RR in B Wing Work order 51906 B 08: 9: (D) 4 aerators needed Work order 51921 B 11: 4: (D) Ceiling tiles have holes or stains. Back corner replace 18 ceiling tiles 12x12. 9: (D) Add aerator on sink Work order 51922 Girls Restroom: 8: Doorstop has no rubber. Light fixture needs to be replaced. Spiderwebs and spiders need to be removed Work order 51935 Gymnasium: 4: (D) There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits) - Ticket booth ceiling is peeling off - scrape and repaint (D) Men's locker room, repair ceiling - have made numerous attempts, need to hire this out 5: South Gym (D) Floors and carpets appear to NOT have been swept or cleaned within the last week. Girls locker rooms: Dirt below benches. (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. (X) Floors appear to not have been swept or vacuumed in over two weeks. 8: (D) Staff RR replace toilet seat (D) Men's locker restroom middle urinal is leaking Work order 51937 Room D4: 5: Dog kennel needs to be removed. Book case is over 4ft tall, it needs to be secured to the wall or removed. 9: Faucet is loose and needs aerator. Work order 51944</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>A 01: 9: Exterior hose bib in sidewalk needs cover. 11: Unapproved chemicals need to be removed from underneath sink. Work order 51894 Lab 1: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. ADD fire extinguisher to Lab 1 and mount Work order 51938</p>

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>	X		<p>A 02: 13: Storage closet needs diffuser on light fixture. Ceiling needs to be patched and painted. Work order 51895</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>A 03: 7: Missing 2 diffusers. 15: Door handle key won't turn. Missing doorstep. Work order 51896</p> <p>A 07: 4: (D) Ceiling tiles are missing. Roof/Ceiling tiles need to be repaired. Please paint roof in various locations (leak stains) 15: Door handle is loose. Work order 51900</p> <p>B 12: 7: (D) Ceiling tiles have holes or stains. 1 ceiling tile hanging down in front of windows (12x12) 15: First entry door (room number on) ~ door stop needs adjusted (D) Doors are NOT intact or have other conditions that could present safety hazards. Work order 54374</p> <p>C 06: 4: Northwest corner Cover plate needs to be fixed (missing screw). Replace/repair ceiling tiles they are stained and falling. 15: Exterior door handle needs to be repaired/replaced. Work order 51929</p> <p>C 07: Exterior door handle needs to be replaced/fixed Work order 51930</p> <p>C 08: Ceiling tile needs to be repaired/replaced. Exterior door handle needs to be repaired/fixed Work order 51931</p> <p>C 09: 15: Repair/replace exterior door handle. Work order 51932</p> <p>Room D1: 15: ramp needs to be painted. Work order 51941</p> <p>Room D3: 4: wall behind soap dispenser needs to have thin painted plywood installed and soap dispenser remounted. Floor tiles need to be replaced. Hole in the ceiling tile by teacher's desk needs to be replaced. Ceiling tile by south lab table needs to be replaced. 15: Exterior northwest door locking mechanism is sticking. Work order 51943</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	829	806	97.23	2.77	41.29
Female	404	392	97.03	2.97	46.67
Male	425	414	97.41	2.59	36.23
American Indian or Alaska Native	--	--	--	--	--
Asian	62	61	98.39	1.61	59.02
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	582	571	98.11	1.89	35.73

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	44.44
White	130	121	93.08	6.92	57.14
English Learners	127	126	99.21	0.79	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	62	59	95.16	4.84	32.20
Socioeconomically Disadvantaged	564	547	96.99	3.01	36.15
Students Receiving Migrant Education Services	20	20	100.00	0.00	45.00
Students with Disabilities	99	91	91.92	8.08	14.44

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	830	803	96.75	3.25	20.55
Female	404	391	96.78	3.22	18.67
Male	426	412	96.71	3.29	22.33
American Indian or Alaska Native	--	--	--	--	--
Asian	62	61	98.39	1.61	45.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	583	570	97.77	2.23	14.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	22.22
White	130	119	91.54	8.46	35.29
English Learners	128	126	98.44	1.56	1.59
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	62	59	95.16	4.84	10.17

Socioeconomically Disadvantaged	564	544	96.45	3.55	15.81
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	99	90	90.91	9.09	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.79	NT	19.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	383	96.72	3.28	19.79
Female	199	194	97.49	2.51	16.23
Male	197	189	95.94	4.06	23.4
American Indian or Alaska Native	--	--	--	--	--
Asian	30	29	96.67	3.33	34.48
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	284	277	97.54	2.46	15.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	14.29
White	57	54	94.74	5.26	35.85
English Learners	54	53	98.15	1.85	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	39	37	94.87	5.13	5.41
Socioeconomically Disadvantaged	274	266	97.08	2.92	15.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	45	91.84	8.16	6.82

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.4%	95.1%	94.1%	93.40%	97.20%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Douglass Middle School is proud of its many opportunities for parents to volunteer their time and get involved. These opportunities include English Learner Advisory Committee (ELAC), School Site Council (SSC) membership, Safety Team, Tier I team and fundraising. We welcome parents to campus to partner with us as classroom and project volunteers, and field trip chaperones. We survey parents several times a year about their availability for meetings and communication preferences. We implement student surveys to gather student feedback in an effort to include student voices in our SPSA (School Plan for Student Achievement) and school wide initiative planning. Douglass encourages youth engagement and youth voice, and engages with our Youth Advisory Council (which is comprised of students representative of our demographics and academic performance bands) to provide feedback and input on our school systems, structures and supports, and make data informed decisions to improve school outcomes..

Douglass Middle School also benefits from partnerships who make generous donations throughout the school year. The community of Woodland has a strong history of supporting student efforts to raise money for activities, athletics, and the arts.

Contact Information

Parents who wish to participate in Douglass Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-2191, respond to Parent Square messages, Facebook posts, or email any of the school administrators. The school's Web site (www.dms.wjUSD.org) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE) events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	851	839	226	26.9
Female	418	411	110	26.8
Male	433	428	116	27.1

American Indian or Alaska Native	4	4	4	100.0
Asian	63	62	4	6.5
Black or African American	10	10	4	40.0
Filipino	8	8	4	50.0
Hispanic or Latino	597	588	163	27.7
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	23	23	6	26.1
White	135	133	40	30.1
English Learners	165	161	46	28.6
Foster Youth	4	3	1	33.3
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	609	600	175	29.2
Students Receiving Migrant Education Services	27	27	9	33.3
Students with Disabilities	103	101	44	43.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.80	4.16	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.51	9.99	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.99	0.00
Female	5.02	0.00
Male	14.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	21.74	0.00
White	5.93	0.00
English Learners	13.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.49	0.00
Students Receiving Migrant Education Services	7.41	0.00
Students with Disabilities	11.65	0.00

2022-23 School Safety Plan

The safety of our students is the number one priority for our school staff. Students are supervised throughout the day by teachers, administration, campus security, custodians, and paraprofessionals. Visitors to the school must check-in at the office and wear a visitor's badge while on campus at all times.

Douglass Middle School's Site Safety Plan is revised each fall by the School Safety Committee and reviewed and approved each year by the Site Council. Input is provided by Youth Advisory Council and ELAC. The plan was last reviewed by ELAC and Youth Advisory Council prior to approval by the school site council in September of 2022. These committees consist of administrators, staff members, parents, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The plan is reviewed with staff during regular monthly staff meetings. The WJUSD School Board of Trustees approved the Safety Plan on October 27, 2022.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including fire evacuations, earthquake/disaster drills and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. Safety Committee meetings are held monthly to ensure that we are addressing safety needs in a timely manner.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	27	1
Mathematics	28	2	26	2
Science	30		28	
Social Science	28	3	27	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	23	
Mathematics	28		26	1
Science	30		22	3
Social Science	25	3	27	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	24	2
Mathematics	24	10	21	3
Science	26	5	26	
Social Science	23	8	29	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	410

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,809	\$969	\$5,841	\$71,920
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	2.3	-1.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-12.1	-14.4

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:
 Universal Design for Learning, TK-12
 Ethnic Studies, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12
 Early Literacy TK-3

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0