

Will C. Wood Middle

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Cammie Harris, Principal

Principal, Will C. Wood Middle

About Our School

Contact

Will C. Wood Middle
420 Grand St.
Alameda, CA 94501-5941

Phone: 510-748-4015
Email: charris@alamedaunified.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Alameda Unified |
| Phone Number | (510) 337-7000 |
| Superintendent | Pasquale Scuderi |
| Email Address | pscuderi@alamedaunified.org |
| Website | http://www.alameda.k12.ca.us |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Will C. Wood Middle |
| Street | 420 Grand St. |
| City, State, Zip | Alameda, Ca, 94501-5941 |
| Phone Number | 510-748-4015 |
| Principal | Cammie Harris, Principal |
| Email Address | charris@alamedaunified.org |
| Website | http://wms.alameda.k12.ca.us |
| County-District-School (CDS) Code | 01611196090112 |

Last updated: 1/24/2020

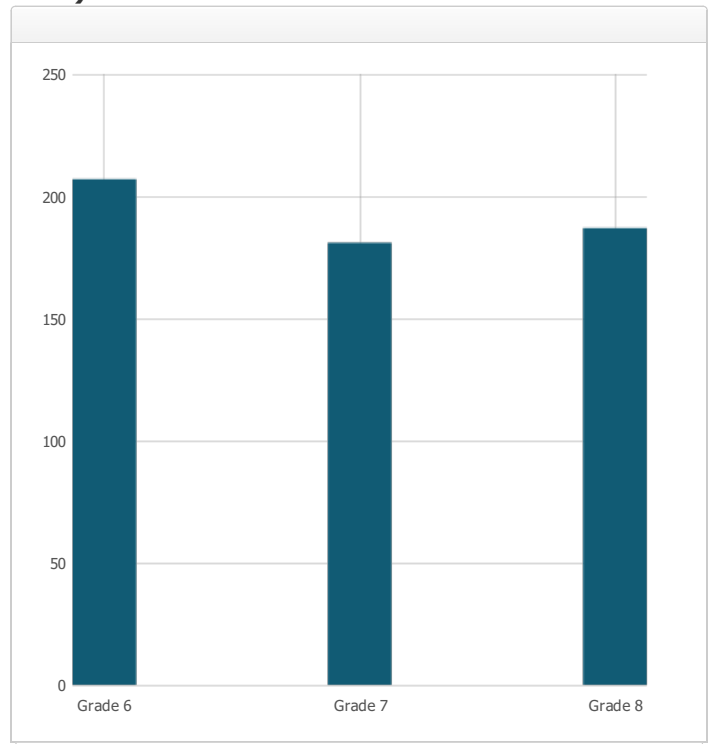
School Description and Mission Statement (School Year 2019—20)

Will C. Wood Middle School prepare students to be lifelong learners who competently navigate the changing demands of the 21st century to positively affect the world. Our goal is to prepare students through rigorous and relevant content to be productive and successful citizens by developing both a strong work ethic and the critical thinking skills needed to solve problems in the real world. Will C. Wood honors all students' right to the highest quality education possible. Our staff is highly skilled at guiding students through a challenging academic program while supporting them through the enormous changes of the teen years. Annual staff development contributes to our understanding of effective teaching and inter-disciplinary practices for this age group. We believe in integrating not only the curriculum, but ensuring we integrate every child. We provide supports to struggling learners, counseling for social and emotional issues, a robust elective program, and in-house instructional coaching to provide professional development for staff. Will C. Wood is a Gold Ribbon comprehensive Full Service Community STEAM school that teaches the whole child in a nurturing, diverse, and collective community.

Last updated: 1/24/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 207 |
| Grade 7 | 181 |
| Grade 8 | 187 |
| Total Enrollment | 575 |



Last updated: 1/24/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9.60 % |
| American Indian or Alaska Native | 0.20 % |
| Asian | 27.10 % |
| Filipino | 8.30 % |
| Hispanic or Latino | 20.30 % |
| Native Hawaiian or Pacific Islander | 1.60 % |
| White | 22.30 % |
| Two or More Races | 9.40 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 45.00 % |
| English Learners | 19.80 % |
| Students with Disabilities | 15.80 % |
| Foster Youth | 0.50 % |
| Homeless | 0.90 % |

A. Conditions of Learning

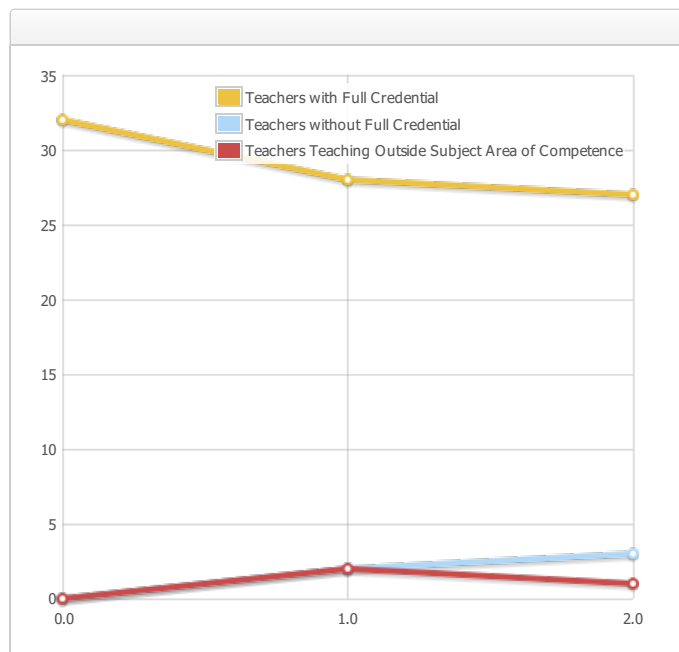
State Priority: Basic

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

Teacher Credentials

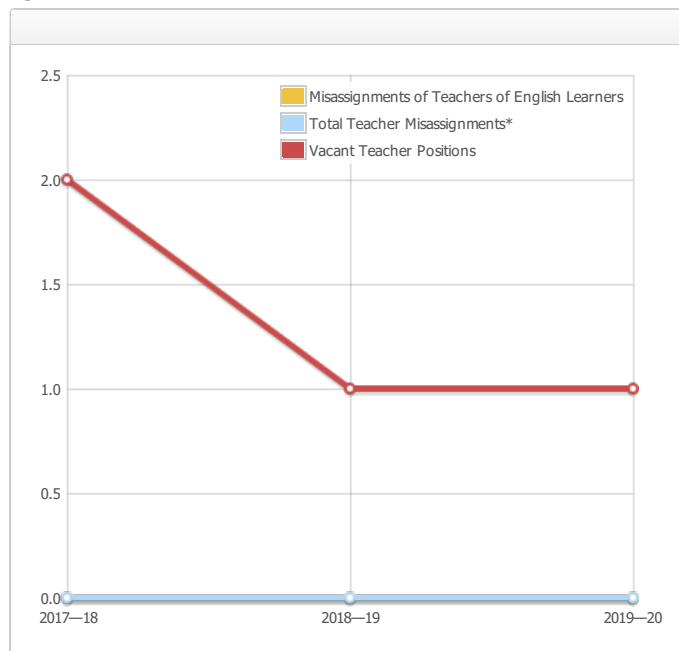
| Teachers | School 2017— 18 | School 2018— 19 | School 2019— 20 | District 2019— 20 |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 32 | 28 | 27 | 452 |
| Without Full Credential | 0 | 2 | 3 | 23 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 2 | 1 | 12 |



Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017— 18 | 2018— 19 | 2019— 20 |
|--|-------------|-------------|-------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 2 | 1 | 1 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------------|---|----------------------------|--|
| Reading/Language Arts | Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units | Yes | 0.00 % |
| Mathematics | California Math Courses 1-3 McGraw-Hill/Glencoe, 2015. Adopted 5.10.16, Implemented Fall 2016 | Yes | 0.00 % |
| Science | Full Option Science System (FOSS), Delta Education, Adopted 6.12.07 NGSS Updates as available Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07. | Yes | 0.00 % |
| History-Social Science | Previous Adoption: CA Discovering our Past. Glencoe/McGraw-Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series. | Yes | 0.00 % |
| Foreign Language | Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17. | Yes | 0.00 % |
| Health | Health standards guide our programming. | No | 0.00 % |
| Visual and Performing Arts | We use the VAPA standards to guide our arts programming. | No | 0.0 % |
| Science Lab Eqpmnt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

The Wood Middle School was built in 1965 on a 9.63 acres site with building area of 50,430 sf. The school has a new bell/clock/PA system installed in 2019. The modernization project is expected in summer 2021. The school is fairly clean.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Hallway tiles to multiple purpose room have broken edges, need to be replaced. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Boys restrooms need cleaning, strong odor. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/17/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 60.0% | 56.0% | 66.0% | 66.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 47.0% | 42.0% | 58.0% | 58.0% | 38.0% | 39.0% |

Note: 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.

Note: 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.

Last updated: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 575 | 548 | 95.30% | 4.70% | 56.02% |
| Male | 291 | 277 | 95.19% | 4.81% | 51.62% |
| Female | 284 | 271 | 95.42% | 4.58% | 60.52% |
| Black or African American | 59 | 55 | 93.22% | 6.78% | 20.00% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 163 | 153 | 93.87% | 6.13% | 64.71% |
| Filipino | 44 | 43 | 97.73% | 2.27% | 60.47% |
| Hispanic or Latino | 115 | 112 | 97.39% | 2.61% | 40.18% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 123 | 116 | 94.31% | 5.69% | 71.55% |
| Two or More Races | 56 | 54 | 96.43% | 3.57% | 66.67% |
| Socioeconomically Disadvantaged | 303 | 284 | 93.73% | 6.27% | 39.08% |
| English Learners | 189 | 174 | 92.06% | 7.94% | 43.68% |
| Students with Disabilities | 83 | 78 | 93.98% | 6.02% | 8.97% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 575 | 559 | 97.22% | 2.78% | 41.50% |
| Male | 291 | 283 | 97.25% | 2.75% | 42.40% |
| Female | 284 | 276 | 97.18% | 2.82% | 40.58% |
| Black or African American | 59 | 57 | 96.61% | 3.39% | 15.79% |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 163 | 159 | 97.55% | 2.45% | 57.23% |
| Filipino | 44 | 44 | 100.00% | 0.00% | 34.09% |
| Hispanic or Latino | 115 | 113 | 98.26% | 1.74% | 23.01% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 123 | 116 | 94.31% | 5.69% | 49.14% |
| Two or More Races | 56 | 55 | 98.21% | 1.79% | 58.18% |
| Socioeconomically Disadvantaged | 303 | 293 | 96.70% | 3.30% | 31.74% |
| English Learners | 189 | 184 | 97.35% | 2.65% | 33.15% |
| Students with Disabilities | 83 | 78 | 93.98% | 6.02% | 5.13% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 SY 2019-2020

CTE COURSES OFFERED UC A - G

Biotechnology 1 D
 Computer Science Discoveries CTE 1 D
 Computer Science Discoveries CTE 2 D
 Digital Filmmaking 1 G
 Digital Filmmaking 2
 Multimedia Art 1 G
 Advanced Multimedia Art 2 G
 Advanced Multimedia Projects
 Sports Medicine 1 G
 Sports Medicine 2
 Marketing 1 G
 Marketing 2 G
 Radio Broadcast Journalism 1 G
 Radio Broadcast Journalism 2 G
 Physiological Development of Children 1
 Physiological Development of Children 1
 Life After High School
 Exploring Computer Science
 Art
 Photography
 Economics of Business Ownership G
 Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 Career Technical Education Pathways
 SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
 Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
 Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
 Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
 Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
 Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
 Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
 Marketing Marketing Marketing 1 Marketing 2
 Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
 Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
 Tim Karas President, College of Alameda All Sectors
 Susan Haworth Owner, Cambios Life Coaching All Sectors
 Michael McDonough President, Alameda Chamber of Commerce All Sectors
 Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
 Debbie Potter Community Development Director, City of Alameda All Sectors
 Carolyn Hogg Information Technology Director, City of Alameda ICT
 Eric Fonstein Development Manager, City of Alameda All sectors
 Lois Butler Economic Development Office City of Alameda All sectors
 Ana McClanahan Dean, College of Alameda ICT/Health Science
 Dan Gerard Alameda Fire Dept Allied Health
 Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
 Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
 Arthur Culang Owner, Arthur Culang Consulting Health Science
 Damon Tighe Training Specialist, Bio-Rad Health Science
 Robert J. Macey Genomics Professor, Merritt College Health Science
 S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
 Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
 Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
 Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
 Derek Lee Executive Director, PilotCity ICT
 Amanda Azerki Solution Engineer, Esri ICT
 Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
 Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 19.65% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

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

California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

Note: 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.

Last updated: 1/30/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Family engagement is key to our success. With the support of the district office, Wood provides a Parent University each year to help parents improve their knowledge on how to navigate the education process and to support their child's academic growth. Wood is very proud of their active PTA. The PTA annually recruits parents for Executive Board positions and event coordination. They support field trips, assemblies, programs and beautification projects. The PTA also supports teachers with grant opportunities. Parents join our School Site Council (SSC), which works with administration to make financial decisions on the expenditures of discretionary state funds. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Parents organize eighth grade graduation activities, help with dramatic and musical performances, chaperon field trips and overnight trips, and sell snacks and t-shirts at athletic events to help pay for uniforms. Parents are encouraged to share their career experience during our Career Exploration. To find out about participating at our school, call LeAnn Ruffin at (510) 748-4015. We always need new volunteers!

State Priority: Pupil Engagement

Last updated: 1/24/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

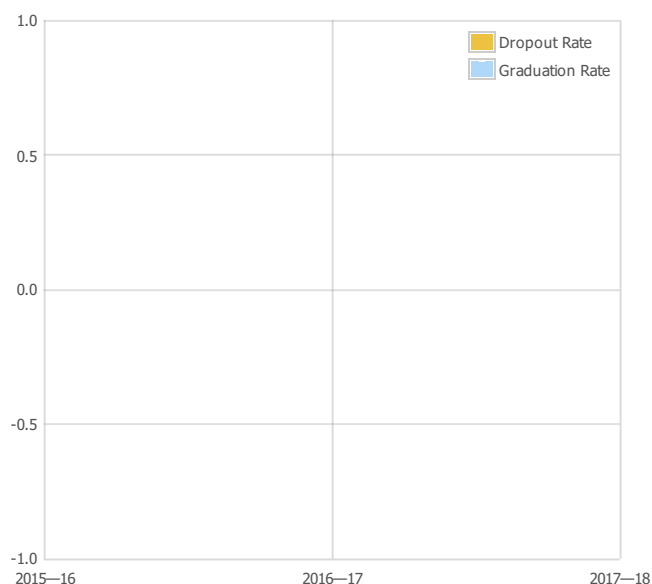
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | -- | 5.40% | 9.70% |
| Graduation Rate | -- | 86.90% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | -- | -- | 5.00% | 3.50% | 9.10% | 9.60% |
| Graduation Rate | -- | -- | 87.00% | 91.40% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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

| Rate | School 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 3.60% | 3.40% | 2.80% | 3.00% | 2.90% | 2.60% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Wood MS implements several practices to ensure student safety. Visitors must use the main entrance and sign in at the office. Before school, after school, during passing periods and lunch, the principal, assistant principal, campus supervisor and two counselors monitor the buildings and grounds. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds and display a poster of Expected Student Behavior. Teachers are assigned rotating Yard Duty assignments to monitor student behavior before and after school. To promote respectful behavior toward others, students demonstrating Life Skills are recognized each day during morning announcements. Every week students have an advisory class that discusses character education, restorative practices and personal responsibility. We revise our school safety plan annually; it was last revised in September 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. It is available on our school Web site and in the office. We share the plan with all staff during a school wide staff meeting. We practice fire and earthquake drills biannually and hold staff training on emergency preparedness annually.

Last updated: 1/24/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 26.00 | 4 | 27 | 2 |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 20.00 | 9 | 28 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 28.00 | 5 | 26 | 5 |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 18.00 | 14 | 10 | |
| Mathematics | 19.00 | 8 | 5 | |
| Science | 22.00 | 8 | 7 | |
| Social Science | 26.00 | 2 | 10 | |

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 17.00 | 14 | 10 | 1 |
| Mathematics | 20.00 | 11 | 6 | |
| Science | 23.00 | 5 | 10 | |
| Social Science | 26.00 | 3 | 8 | 2 |

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 18.00 | 13 | 7 | 4 |
| Mathematics | 26.00 | 4 | 5 | 5 |
| Science | 26.00 | 2 | 8 | 4 |
| Social Science | 28.00 | 2 | 4 | 7 |

* Number of classes indicates how many classrooms 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.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|--------------|----------------|
| Counselors* | 287.50 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 0.70 |
| Other | 0.50 |

*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.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site | \$16212.41 | \$7435.01 | \$8777.41 | \$68553.62 |
| District | N/A | N/A | \$8605.52 | \$73425.00 |
| Percent Difference – School Site and District | N/A | N/A | 1.98% | -6.86% |
| State | N/A | N/A | \$7506.64 | \$78059.00 |
| Percent Difference – School Site and State | N/A | N/A | 15.61% | -12.97% |

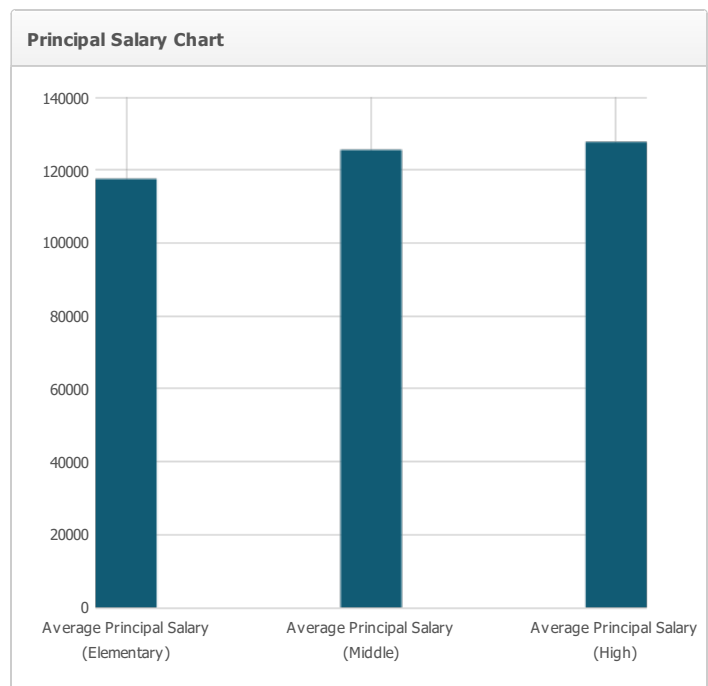
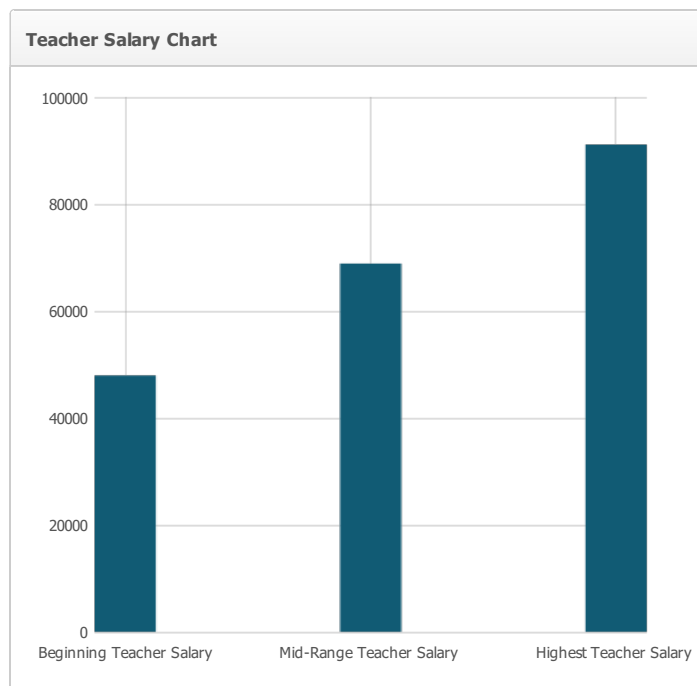
Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,966 | \$49,084 |
| Mid-Range Teacher Salary | \$68,867 | \$76,091 |
| Highest Teacher Salary | \$91,138 | \$95,728 |
| Average Principal Salary (Elementary) | \$117,569 | \$118,990 |
| Average Principal Salary (Middle) | \$125,538 | \$125,674 |
| Average Principal Salary (High) | \$127,726 | \$137,589 |
| Superintendent Salary | \$238,311 | \$230,096 |
| Percent of Budget for Teacher Salaries | 38.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 6.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/24/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.00% |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/24/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |