

# Lee Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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.

## 2025-26 School Contact Information

<b>School Name</b>	Lee Middle School
<b>Street</b>	520 West St.
<b>City, State, Zip</b>	Woodland, CA 95695-3798
<b>Phone Number</b>	(530) 662-0251
<b>Principal</b>	Shelley Friery
<b>Email Address</b>	shelley.friery@wjusd.org
<b>School Website</b>	lms.wjusd.org
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	57727100000000

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Lee Middle School serves approximately 575 students in grades seven and eight and is committed to supporting students' intellectual, social, and emotional development during the critical early adolescent years. Instruction is aligned with the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) and includes opportunities for whole-group instruction, individualized learning, and targeted academic intervention. Lee Middle School fosters a collaborative learning environment that brings together students, families, staff, and the broader community in shared responsibility for student success. Through strong partnerships and high expectations, the school strives to ensure excellence for all learners.

To strengthen instructional quality and promote consistent, high-impact teaching practices, teachers collaborate in grade-level and departmental Professional Learning Communities (PLCs). Through PLC collaboration, staff regularly analyze student learning, align instructional strategies, and provide targeted supports and enrichment to meet the diverse needs of students. In addition to a rigorous academic program, Lee Middle School offers a wide range of school-sponsored clubs, sports, and extracurricular activities that encourage student engagement, leadership, and personal growth.

A positive, safe, and inclusive school climate is reinforced through the Wildcat Way, which emphasizes the core values of Respect, Self-Direction, Self-Control, and Involvement. These shared expectations guide student behavior, relationships, and decision-making throughout the school day. Staff consistently model and reinforce these values, creating a structured learning environment that promotes safe and respectful interactions among students and between students and adults. Through academic and social-emotional support systems, enrichment opportunities, and a focus on continuous improvement, Lee Middle School is dedicated to fulfilling our mission of ensuring that all students are prepared for high school and the world beyond in a safe, supportive and rigorous learning environment.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	265
Grade 8	310
<b>Total Enrollment</b>	<b>575</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
American Indian or Alaska Native	0.3
Asian	2.8
Black or African American	0.9
Filipino	0.3
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5
White	17.9
English Learners	11
Foster Youth	0.7
Homeless	1.7
Migrant	2.4
Socioeconomically Disadvantaged	76.2
Students with Disabilities	23

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31	88.79	431.6	88.36	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	2	5.72	15.6	3.21	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	3.4	14.8	3.05	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	2.03	8.2	1.68	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	18	3.7	15831.9	5.67
<b>Total Teaching Positions</b>	34.9	100	488.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.6	88.64	415.2	86.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	6.19	13.5	2.84	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	1.83	23.2	4.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.3	11.8	2.49	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.6	1.98	13.6	2.86	14303.8	5.15
<b>Total Teaching Positions</b>	32.3	100	477.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.8	72.59	417.7	86	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2.1	6.12	15.8	3.26	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.2	12.25	28	5.77	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.2	6.68	14.3	2.96	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.8	2.33	9.7	2.01	13705.8	4.91
<b>Total Teaching Positions</b>	34.2	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	3
<b>Misassignments</b>	1.10	0.5	1.1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	0.5	4.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	0	1.6
<b>Local Assignment Options</b>	0.60	0.4	0.6
<b>Total Out-of-Field Teachers</b>	0.70	0.4	2.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.7	1.6	0.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-2026 school year.

<b>Year and month in which the data were collected</b>	August 2024
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync, McGraw-Hill (2017) Adopted 2020	0.0%
<b>Mathematics</b>	Houghton Mifflin Go Math, Adopted 2015 Houghton Mifflin Integrated Math I Adopted 2016	0.0%
<b>Science</b>	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
<b>History-Social Science</b>	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
<b>Health</b>	Health Connected: Teen Talk Adopted 2020	0.0%

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

## School Facility Conditions and Planned Improvements

Originally constructed in 1954, Lee Middle School offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 48 classrooms, one library, one cafeteria, one staff room, one gym, and one multipurpose room. Facility information is current as of December 29, 2025.

### 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

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

During the summer of 2019, the majority of the school's HVAC system was replaced, and new equipment was installed in the Career Technical Education (CTE) areas.

### Year and month of the most recent FIT report

12/29/2025 - 12/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Staff RR: The Facility is not ventilated-vent not working. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12406
<b>Interior:</b> Interior Surfaces			X	Administration: Carpet is stained. Ceiling tiles have holes or stains-broken tiles. Broken, stained and missing tiles in conference room, Principles office, and counselors office. Carpet is torn-in counselors office. Walls appear to have hazards from tears and holes-Nurses office restroom wall paper is torn. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing in staff lounge, kitchen restroom. Restrooms are NOT stocked with menstrual products in compliance with AB 367-in the admin office restrooms and nurses office restroom and lounge restrooms. #12380, 12381 Boys restroom (124): Holes appear in the flooring-around bathroom. Faucet is loose at the base. #12382 Boys Restroom (120): Walls appear to have hazards from tears and holes-hole in wall. Paint is peeling on door. Bathroom faucet is loose. #12383 Girls Restroom: Holes appear in the flooring-around restroom. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12370 MPR: Wall tiles have holes or stains-stained. Walls appear to have hazards from tears and holes-paint is peeling in hallway and on door. Fewer than five percent of the bulbs have burned out-light burnt out in the hallway. #12386 Lee Middle School Room 1: Ceiling tiles have holes or stains #7042 Rm 04: Carpet is torn-in classroom. #12371 Rm 05: Ceiling tiles have holes or stains-stained tiles. #12389 Rm 10:Ceiling tiles have holes or stains. #12390

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Rm 12: Ceiling tiles loose. Carpet is torn #7044 Ceiling tiles have holes or stains. Carpet is torn. Water pressure is inadequate-in drinking fountain. #12391

Rm 13: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc), water damage on backsplash and laminate # 7045

Rm 14: Cabinet door is broken off. #7047

Rm 16: Ceiling tiles are missing. Walls appear to have hazards from tears and holes-hole in wall. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-one light fixture is broken. #12394

Rm 18: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) on wall above window. #7052

Rm 19: Missing floor tiles. #7049

Rm 20: Walls appear to have hazards from tears and holes-paint is peeling on the classroom door. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light is missing cover. #12398

Rm 21: Carpet is torn, transition strips missing at transition to hard floor. #7055

Rm 22: Ceiling tiles have holes or stains. Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc), floor is stained from leak at window. #7056

Rm 23: Ceiling tiles have holes or stains-tiles have holes. #12399

Rm 26: Ceiling tiles are missing #7060 Ceiling tiles have holes or stains-stained tiles. #12400

Rm 27/chemical storage: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc), laminate is damaged all over counter tops. #7063

Rm 28: Ceiling tiles have holes or stains Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc), laminate is deteriorating. #7064

Rm 32: Walls appear to have hazards from tears and holes-wall paper is torn. #12402

Rm 42: Ceiling tiles have holes or stains #7068 Ceiling tiles are broken, hole in wall (East side). #12404

Rm 43: Ceiling tiles have holes or stains #7069

Rm 44: Ceiling tiles have holes or stains #7070

Rm 45: Walls appear to have hazards from tears and holes, paper towel dispenser is falling off the wall. #7071

Rm 8: Ceiling tiles are about to fall.# 7072

Staff RR: Holes appear in the flooring-around restroom. #12404

Weight Rm: Carpet is torn #7075 Carpet is torn. Walls appear to have hazards from tears and holes. Base board is missing in room. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing. #12407

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Girls Restroom (adj to gym): There is evidence of a major pest or vermin infestation, ants are on sink. #7041            Library: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12385            MPR: Wall tiles have holes or stains-stained. Walls appear to have hazards from tears and holes-paint is peeling in hallway and on door. Fewer than five percent of the bulbs have burned out-lights burnt out in the hallway. #12386            Rm 45: There are holes in the walls, floors or ceilings # 7071            Rm 8: Floors and carpets have gum in them #7072            Weight Room: Carpet is torn, Walls appear to have hazards from tears and holes. Base board is missing in room. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing. #12407</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>Administration: Carpet is stained. Ceiling tiles have holes or stains-broken tiles. Broken, stained and missing tiles in conference room, Principles office, and counselors office. Carpet is torn-in counselors office. Walls appear to have hazards from tears and holes-Nurses office restroom wall paper is torn. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing in staff lounge, kitchen restroom. Restrooms are NOT stocked with menstrual products in compliance with AB 367-in the admin office restrooms and nurses office restroom and lounge restrooms. #12380, 12381            Girls Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing. #12384            PE: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-two light covers are missing in the girls locker room. Restrooms are NOT stocked with menstrual products in compliance with AB 367-in girls locker room, in coaches office restrooms. Faucet handle is missing in a girls and boys locker room. #12387            Rm 2: Lighting does not appear to be adequate #7053            Rm 6: Lighting does not appear to be adequate, the light switch needs to be replaced. It took about 10 tries to get the lights to turn on. #7040            Rm 13: Lighting does not appear to be adequate #7045            Rm 10: Lighting does not appear to be adequate #7043            Rm 14: Lighting does not appear to be adequate #7047            Rm 16: Lighting does not appear to be adequate #7050 Ceiling tiles are missing. Walls appear to have</p>

## School Facility Conditions and Planned Improvements

			<p>hazards from tears and holes-hole in wall. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-one light fixture is broken. #12394  Rm 17: Lighting does not appear to be adequate #7051  Rm 18: Lighting does not appear to be adequate #7052  Rm 19: Lighting is flickering. Lighting does not appear to be adequate-replace all florescent bulbs with LED. #12397  Rm 20: Walls appear to have hazards from tears and holes-paint is peeling on the classroom door. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light is missing cover. #12398  Rm 25: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, low voltage box is missing a plate. #7059  Rm 27/ Chemical Room: Lighting does not appear to be adequate, light switch needs to be replaced. #7063  Rm 35: Lighting does not appear to be adequate-replace all florescent bulbs with LED. #12403  Rm 41: Lighting does not appear to be adequate #7066  Rm 42: Lighting does not appear to be adequate #7068  Rm 9: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, low voltage in the far corner up by the window. #7073  Rm P36: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, low voltage wires exposed above door. Lighting does not appear to be adequate in storage room. #7074  Rm 15: There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access, on the floor, multiple electric outlet plates broken and exposed. #7048  Weight Room: Carpet is torn. Walls appear to have hazards frpm tears and holes. Base board is missing in room. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing. #12407</p>
<p><b>Restrooms/Fountains:</b>  Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>Administration: Carpet is stained. Ceiling tiles have holes or stains-broken tiles. Broken, stained and missing tiles in conference room, Principles office, and counselors office. Carpet is torn-in counselors office. Walls appear to have hazards from tears and holes-Nurses office restroom wall paper is torn. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover is missing in staff lounge, kitchen restroom. Restrooms are NOT stocked with menstual products in compliance with AB 367-in the</p>

## School Facility Conditions and Planned Improvements

			<p>admin office restrooms and nurses office restroom and lounge restrooms. #12380, 12381  Boys Restrooms adj. To Gym: A leak is evident, toilet in stall has leaking flush valve. #7038  Boys Restroom (124): Holes appear in the flooring-around bathroom. Faucet is loose at the base. #12382  Boys Restroom (120): Walls appear to have hazards from tears and holes-hole in wall. Paint is peeling on door. Bathroom faucet is loose. #12383  Girls Restroom: Holes appear in the flooring-around restroom. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12370  PE: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-two light covers are missing in the girls locker room. Restrooms are NOT stocked with menstrual products in compliance with AB 367-in girls locker room, in coaches office restrooms. Faucet handle is missing in a girls and boys locker room. #12387  Rm 3: A leak is evident-Faucet is very hard to turn off (drips). #12388  Rm 8: Sink is turned off #7072  Rm 12: Ceiling tiles have holes or stains. Carpet is torn. Water pressure is inadequate-in drinking fountain. #12391  Rm 13: Water pressure is inadequate-at drinking fountain. #12392  Rm 14: Water pressure is inadequate-at drinking fountain. #12393  Rm 15: A leak is evident, faucet is dripping. #7048  Rm 17: Water pressure is inadequate-at water fountain. #12396  Rm 31: Water pressure is inadequate-faucet and drinking fountain have low flow. #12401  Staff RR: The Facility is not ventilated-vent not working. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12406</p>
<p><b>Safety:</b>  Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>Boys Restrooms adj. to lockers:  Paint is peeling, chipping, or cracking on the walls #7037  Rm 6: Paint is peeling, chipping, or cracking on door and walls. There appears to be damaged tiles or other circumstances that may indicate asbestos exposure, not confirmed, but the pipe insulation above the cabinet needs to be evaluated. #7040  Girls Restrooms adj. to gym:  Paint is peeling, chipping, or cracking on the walls #7041  Rm 10: Paint is peeling, chipping, or cracking on door. #7043  Rm 14: Paint is peeling, chipping, or cracking on door. #7047  Rm 20: Paint is peeling, chipping, or cracking on door. #7054  Rm 21: Paint is peeling, chipping, or cracking on door. #7055  Rm 22: Paint is peeling, chipping, or cracking on door. #7056</p>

## School Facility Conditions and Planned Improvements

				<p>Rm 23: Paint is peeling, chipping, or cracking on door. #7057</p> <p>Rm 24: Paint is peeling, chipping, or cracking on door. #7058</p> <p>Rm 25: Paint is peeling, chipping, or cracking on door. #7059</p> <p>Rm 3: Paint is peeling, chipping, or cracking on door. #7065</p> <p>Rm 8: Paint is peeling, chipping, or cracking on door. #7072</p> <p>Rm 9: Paint is peeling, chipping, or cracking on walls. #7073</p> <p>Weight Rm: Paint is peeling, chipping, or cracking on walls. #7075</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Boys Restrooms adj. to gym: Door and frame are rusting. #7038</p> <p>Rm 41: Doors are not intact, door handle about to fall off #7066</p> <p>Rm 8: Doors are NOT intact, door is not closing. #7071</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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	38	39	39	47	48
<b>Mathematics</b> (grades 3-8 and 11)	17	23	25	26	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	578	545	94.29	5.71	37.68
Female	256	245	95.70	4.30	42.21
Male	322	300	93.17	6.83	34.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	412	389	94.42	5.58	32.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	33	86.84	13.16	45.45
White	103	99	96.12	3.88	56.57
English Learners	35	31	88.57	11.43	0.00
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	30	29	96.67	3.33	31.03
Socioeconomically Disadvantaged	440	413	93.86	6.14	30.10
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	131	112	85.50	14.50	6.31

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	578	544	94.12	5.88	22.65
<b>Female</b>	256	244	95.31	4.69	19.26
<b>Male</b>	322	300	93.17	6.83	25.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	25.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	412	389	94.42	5.58	18.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	33	86.84	13.16	39.39
<b>White</b>	103	98	95.15	4.85	35.71
<b>English Learners</b>	35	34	97.14	2.86	2.94
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	30	29	96.67	3.33	6.90
<b>Socioeconomically Disadvantaged</b>	440	412	93.64	6.36	17.03
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	23.08
<b>Students with Disabilities</b>	131	111	84.73	15.27	7.27

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	11.4	24.32	19.03	22.64	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	304	95.90	4.10	24.34
Female	153	147	96.08	3.92	21.09
Male	164	157	95.73	4.27	27.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	232	222	95.69	4.31	19.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	30.00
White	54	52	96.30	3.70	40.38
English Learners	24	23	95.83	4.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	21	95.45	4.55	28.57
Socioeconomically Disadvantaged	244	235	96.31	3.69	17.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	58	86.57	13.43	10.34

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	91.7%	95.1%	88.3%	94.8%	96.5%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Lee Middle School values family engagement as a vital component of student success and continuous school improvement. Parents and guardians are encouraged to actively participate in their child's education and to engage in school leadership, decision-making, and community-building opportunities throughout the year. Families may serve on school committees such as the English Learner Advisory Committee (ELAC), School Site Council (SSC), and Safety Committee, where parent perspectives contribute to school planning, program evaluation, and campus safety initiatives. These collaborative structures provide meaningful opportunities for families to partner with staff and administrators in support of schoolwide goals and student learning.

Lee Middle School also relies on cleared parent volunteers to support students both in and beyond the classroom. Volunteer opportunities include assisting with classroom activities and projects, chaperoning field trips, supporting school events and performances, fundraising efforts, and serving as guest speakers to share professional experiences or areas of expertise that connect learning to real-world applications. In addition, the school hosts a variety of family engagement events such as Back to School Night, Open House, Parent Information Nights, Science Night, AVID and Dual Immersion Family Nights, Awards Nights, Cultural Celebrations and Student-led Conferences biannually to strengthen communication and partnerships. Student and parent input is gathered through advisory groups, surveys, focus groups, and committee participation, and this feedback is used to enhance programs, policies, and practices. Parents interested in becoming involved are encouraged to contact the Lee Middle School office at (530) 662-0251 or visit [www.wjUSD.org](http://www.wjUSD.org) for additional resources and information.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	590	143	24.2
Female	264	261	74	28.4
Male	334	329	69	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	4	25.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	426	421	107	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	7	24.1
White	106	105	20	19.0
English Learners	67	66	20	30.3
Foster Youth	--	--	--	--
Homeless	15	14	7	50.0
Socioeconomically Disadvantaged	459	454	132	29.1
Students Receiving Migrant Education Services	15	15	2	13.3
Students with Disabilities	139	137	50	36.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.17	14.81	8.53	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.15	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.53	0.00
Female	6.06	0.00
Male	10.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	24.14	0.00
White	10.38	0.00
English Learners	11.94	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	9.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The safety of students is our school staff's top priority. Teachers, administration, campus security, custodians, and paraprofessionals supervise students throughout the day. Visitors to the school must check in at the office and wear a visitor's badge while on campus. All classroom doors are kept closed and locked during the school day as an added measure of safety, and there is one access point to our campus, which is in the front office.

Lee Middle School's Site Safety Plan is revised each year, presented to the ELAC-English Learner Advisory Committee and School Site Council, and approved by the School Site Council, which consists of administrators, staff members, our School Resource Officer students, and parents. Key elements of the Safety Plan include student safety, school climate/culture, and emergency preparedness. While the Site Safety Committee has primary responsibility for developing the plan, input was gathered from students, staff, and families throughout the process. A school safety workshop was held with our Student Advisory Committee in October. Students analyzed data from the CHKS Survey, the District Data Dashboard and PASS Social Emotional Screener, and suggestions for improving safety on our campus were generated. Those ideas were discussed with staff and ultimately given to the Safety Committee for inclusion into the Safety Plan. Some of the ideas that came from our students that have been implemented include the creation of an anonymous reporting process, continuing our Safe School Ambassadors program, adding additional activities to create a sense of belonging, increasing supervision staff at lunch, refining the topics included in our weekly Social-Emotional learning sessions and enhancing our efforts around bullying prevention. Input was also solicited from staff during staff and Leadership Team meetings for consideration. Student and staff feedback on-campus supervision, social-emotional support, conflict resolution, and emergency procedures helped inform the actions written directly into the plan. The Safety Plan was updated and will be approved at our Site Council Meeting in January, and approved by the WJUSD School Board on February 5th, 2026.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted regularly throughout the school year, including quarterly fire evacuations and lockdown and disaster drills. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. The current year's safety plan included key revisions that contribute to an even safer school environment.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	10	20	0
Mathematics	26	4	19	0
Science	25	4	19	1
Social Science	23	11	17	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	13	21	
Mathematics	23	7	21	
Science	24	7	16	4
Social Science	23	10	20	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	17	16	
Mathematics	23	6	18	
Science	22	6	19	
Social Science	22	10	17	

## 2024-25 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	327

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,747	\$1,866	\$6,881	\$94,022
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	3.4	-11.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-47.3	-6.2

## Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2024-25 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$53,155	\$62,145
<b>Mid-Range Teacher Salary</b>	\$75,690	\$97,088
<b>Highest Teacher Salary</b>	\$108,398	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$123,297	\$151,343
<b>Average Principal Salary (Middle)</b>	\$129,274	\$159,514
<b>Average Principal Salary (High)</b>	\$142,605	\$177,261
<b>Superintendent Salary</b>	\$286,624	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	28.91%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	4.96%	5.4%

## Professional Development

Professional development at Lee Middle School is designed to support continuous improvement and is aligned with both district priorities and site-specific instructional goals. In addition to participating in professional learning opportunities provided by Woodland Joint Unified School District, Lee Middle School implements targeted, site-based professional development informed by student achievement data, staff experience levels, and identified areas of instructional growth. This approach ensures that professional learning remains responsive to the evolving needs of both students and staff.

Site-based professional development is structured to support new and veteran educators while strengthening consistency and instructional capacity across classrooms. Professional learning is embedded within monthly staff meetings, collaborative planning time, and Professional Learning Community (PLC) structures. Areas of focus have included strengthening instructional rigor through PLC practices, improving data analysis and the use of learning targets to develop meaningful SMART goals, implementation of Universal Design for Learning (UDL) and enhancing Tier I instructional strategies within and across content areas. All teaching staff has participated in a book study using Solution Tree's 15-Day Challenge, with representatives from each department attending the 2-Day workshop in person which helps to support deeper and more effective implementation of Professional Learning Communities on our campus. Additional emphasis has been placed on effective classroom management, student engagement strategies, and instructional practices that promote academic discourse and active learning. For new teachers, we provide a comprehensive support system with detailed onboarding practices, mentoring from veteran staff members, monthly new staff specific sessions and opportunities to observe successful teachers for evidence-based strategies they can incorporate into their classrooms. In addition to professional development provided by the district, we also offer ongoing professional development sessions for our paraprofessional staff that include effectively providing academic support for students in the general education classrooms as well as providing behavioral supports to students with Behavior Plans.

Teachers at Lee Middle School also receive training in instructional frameworks and strategies that support student ownership of learning and consistency across classrooms, including WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). Content-specific professional development is provided as appropriate to deepen subject-area knowledge and instructional effectiveness. In addition, staff are encouraged and supported in attending external professional development opportunities, such as AVID, Modern Classrooms and California Association for Bilingual Education (CABE) trainings and conferences. Our math department has participated in monthly trainings specific to math instruction through Solution Tree, has attended the CA Mathematics Council (CMC) Conference and Building Thinking Classrooms trainings to strengthen practices that support effective mathematics instruction. Teachers and Support Staff (including Counselors) take advantage of opportunities provided for additional training through Character Strong (our curriculum for Tier I & II Social-Emotional Learning), Hatching Results and the American School Counselor Association. Collectively, these professional learning opportunities are designed to ensure that staff are well-equipped to meet the academic and social-emotional needs of all students.

# Professional Development

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	44	39	44