

Douglass 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

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/
Grade Span	7-8
County-District-School (CDS) Code	57-72710-6071278

2025-26 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	www.wjusd.org

2025-26 School Description and Mission Statement

Douglass Middle School serves approximately 768 students in grades 7 and 8 and is committed to fostering a collaborative learning environment that brings together students, families, staff, and the broader community in support of academic excellence and student well-being. Guided by the school's vision to ensure excellence for all, Douglass Middle School prioritizes strong partnerships and shared responsibility for student success.

The mission of Douglass Middle School is for all students to perform at grade level or higher, develop strong academic literacy skills, and become critical thinkers who are responsible and productive members of their community. To strengthen instructional quality and ensure consistent, high-impact teaching practices, departments and grade-level teams have developed, and continue to refine, Professional Learning Community (PLC) systems to guide instruction over the last three years. Through PLC collaboration, staff regularly analyze student learning, align instructional strategies, and respond to student needs with targeted supports and enrichment.

A positive, safe, and inclusive school climate is reinforced through Douglass's Lion Code: R.O.A.R.—Be Ready, Offer Kindness, Act Safely, and Act Responsibly. These shared expectations are embedded throughout the school day and guide student behavior, relationships, and decision-making. Staff members consistently model and reinforce these values, creating a campus culture grounded in respect, accountability, and care for others.

Douglass Middle School is dedicated to meeting the diverse academic, social, and emotional needs of its students. Through targeted academic supports through RTI, MTSS, and grade-level developed interventions, enrichment opportunities, and a focus on continuous improvement, the school works to ensure that every student is supported, challenged, and prepared for success in high school and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	377
Grade 8	391
Total Enrollment	768

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.5
Asian	7.7
Black or African American	0.9
Filipino	0.7
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.3
White	16.1
English Learners	15.6
Foster Youth	0.3
Homeless	0.5
Migrant	4.8
Socioeconomically Disadvantaged	74.1
Students with Disabilities	14.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.7	87.2	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	1.9	4.72	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.28	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.42	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	1.3	3.29	18	3.7	15831.9	5.67
Total Teaching Positions	42.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.3	91.06	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	3.94	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.16	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	1.4	3.79	13.6	2.86	14303.8	5.15
Total Teaching Positions	38.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.6	83.42	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	1	2.73	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	6.35	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.65	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	1.3	3.79	9.7	2.01	13705.8	4.91
Total Teaching Positions	36.6	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
Permits and Waivers	0.00	1	1
Misassignments	0.90	0.5	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	1.5	2.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0	0.5
Local Assignment Options	0.60	0.4	0.7
Total Out-of-Field Teachers	1.00	0.4	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	5	5
No credential, permit or authorization to teach (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.

Year and month in which the data were collected	August 2025
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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
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	0.0%
Mathematics	Houghton Mifflin-Big Ideas HoughtonMifflin-Go Math! Adopted 2016 Adopted 2015	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	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%
Health	Health Connected: Teen Talk Adopted 2020	0.0%

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

School Facility Conditions and Planned Improvements

Constructed as Woodland High School in 1912, the facility opened as Douglass Middle School in 1971, when a new high school was built from Beamer. Douglass offers students, staff, and visitors a safe and secure campus. The school is currently comprised of 34 classrooms, one library, one cafeteria, one staff room, two gyms, a sports court, an industrial arts room, a music room, and a ropes course. In the 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 December 4, 2025.

Cleaning Process

The principal works daily with the custodial staff to maintain the school's physical environment regularly.

Maintenance and Repair

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

Year and month of the most recent FIT report

12/4/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A5: Ceiling tiles have holes or stains #12174 Boys gym: Walls appear to have hazards from tears or holes in boys restrooms, ceiling tiles have holes or stains in boys restroom, Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-water leaking from access hatch in staff restroom #12178 Boys restroom: Partition needs to be reattached #12179 Building S: Walls appear to have hazards from tears or holes next to band room door #12181 C5: Ceiling tiles have holes or stains #12182 C6: Ceiling tiles have holes or stains #12183 C7: Baseboard missing #12184 C8: Ceiling tiles have holes or stains #12185 C10: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-water damage in restroom last stall #12186 E1: Holes in wall east side #12188 E2: Ceiling tiles have holes or stains in hallway #12189 Entry: Ceiling tiles have holes or stains #12191 Girls gym: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-in staff office on ceiling #12192 Girls restroom: Ceiling tiles have holes or stains, mirror is missing #12193, 12194 Library: Ceiling tiles have holes or stains #12196 MPR: Holes appear in the flooring, ceiling tiles are missing #12197 Music storage: Ceiling tiles are missing-in far corner of classroom, Carpet is torn in storage room Walls appear to have hazards from tears and holes-from handle by classroom door #12198 D2: Ceiling tiles have stains or holes #12202 D3: Ceiling tiles have stains or holes #12203

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Music storage room: Fewer than five percent of the bulbs have burned out-in band room, lights missing covers #12198
Electrical		X		A3: Repair electrical box #12173 A8: Lighting is inadequate #12175 Admin: Outlet cover missing #12176 B2: Need cover plates on wire mold #12177 Custodial closet: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access #12187 E3: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access #12190 Music storage room: Light is flickering in the office #12198 Shop: Light and diffuser needs replaced or cleaned #12205
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Building M: Faucet is loose #12180 E3: Drinking fountains are inaccessible, Water pressure is inadequate #12190 Girls Gym: Loose faucet in restroom in locker room, Stalls are not properly attached to walls or floors-stall door on wrong side #12192 Restroom Boys: Center urinal keeps running, faucet keeps running and does not shut off #12199 Restroom Girls: Loose faucet #12200 D1: No water at sink area #12201 D3: Faucet is loose #120202 E3: Drinking fountains are inaccessible, water pressure is inadequate #12190
Safety: Fire Safety, Hazardous Materials	X			E3: Ceiling needs to be repaired and painted #12190
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	43	49	39	39	47	48
Mathematics (grades 3-8 and 11)	26	30	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	777	748	96.27	3.73	48.73
Female	379	363	95.78	4.22	58.68
Male	398	385	96.73	3.27	39.32
American Indian or Alaska Native	--	--	--	--	--
Asian	61	61	100.00	0.00	67.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	539	512	94.99	5.01	42.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	55.17
White	125	123	98.40	1.60	67.48
English Learners	67	59	88.06	11.94	5.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	38	35	92.11	7.89	51.43
Socioeconomically Disadvantaged	571	545	95.45	4.55	41.54
Students Receiving Migrant Education Services	36	34	94.44	5.56	29.41
Students with Disabilities	111	106	95.50	4.50	14.29

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
All Students	777	751	96.65	3.35	30.23
Female	379	366	96.57	3.43	29.51
Male	398	385	96.73	3.27	30.91
American Indian or Alaska Native	--	--	--	--	--
Asian	61	61	100.00	0.00	32.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	539	515	95.55	4.45	23.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	37.93
White	125	123	98.40	1.60	58.54
English Learners	67	62	92.54	7.46	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	38	35	92.11	7.89	25.71
Socioeconomically Disadvantaged	571	547	95.80	4.20	21.39
Students Receiving Migrant Education Services	36	35	97.22	2.78	5.71
Students with Disabilities	111	105	94.59	5.41	5.71

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
Science (grades 5, 8 and high school)	16.02	27.32	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	395	381	96.46	3.54	27.44
Female	188	182	96.81	3.19	28.57
Male	207	199	96.14	3.86	26.40
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	29.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	278	265	95.32	4.68	19.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	63	62	98.41	1.59	61.29
English Learners	42	40	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	20	90.91	9.09	25.00
Socioeconomically Disadvantaged	292	279	95.55	4.45	19.49
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	52	49	94.23	5.77	6.12

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	90.1%	95.1%	87.5%	95.1%	96.1%

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

Douglass Middle School values family engagement as a vital component of student success and school improvement. Parents and guardians are encouraged to participate in school decision-making and community-building opportunities throughout the year.

Families may serve on school committees, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), and the School Safety Team, where parent input contributes to school planning, program evaluation, and campus safety initiatives. These committees provide meaningful opportunities for families to collaborate with staff and administrators to support student learning and schoolwide goals.

Douglass Middle School also relies on cleared parent volunteers to support students beyond the classroom. Volunteers assist with field trips, concerts, and school events, helping to ensure student safety and provide supervision during extended learning opportunities. Parents are also invited to participate as guest speakers, sharing professional experiences or areas of expertise to enrich classroom instruction and connect learning to real-world applications.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	797	793	173	21.8
Female	384	383	85	22.2
Male	413	410	88	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	8	13.1
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	554	552	137	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	126	126	15	11.9
English Learners	127	126	41	32.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	594	591	150	25.4
Students Receiving Migrant Education Services	39	39	13	33.3
Students with Disabilities	124	122	37	30.3

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
11.94	11.3	12.42	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	0.26	0.13	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	12.42	0.13
Female	7.81	0.00
Male	16.71	0.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.23	0.00
Black or African American	27.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.90	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.79	0.00
White	8.73	0.00
English Learners	21.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.14	0.17
Students Receiving Migrant Education Services	15.38	0.00
Students with Disabilities	22.58	0.81

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 and staff is a top priority at Douglass Middle School. Teachers, administrators, campus monitors, custodial staff, and paraprofessionals provide active supervision throughout the school day, including before school, during passing periods, at lunch, and after school activities. All visitors are required to check in at the main office, present identification, and wear a visitor badge while on campus.

Douglass Middle School's Comprehensive School Safety Plan is reviewed and updated annually in accordance with state requirements. The plan is revised each fall by the School Safety Committee, which includes administrators, staff members, parents, and students. Additional input is provided by the Youth Advisory Council (YAC) and the English Learner Advisory Committee (ELAC) to ensure student voice and family perspectives are reflected in safety planning. For the current cycle, the Safety Plan is scheduled for completion by January 14, will be reviewed and approved by the School Site Council (SSC) on January 12, 2026, and will be presented to the WJUSD Board of Trustees for approval on February 5, 2026.

Student input continues to play an important role in shaping safety practices at Douglass Middle School. Feedback from the Youth Advisory Council has emphasized that many student conflicts originate off campus, often through social media, and then carry over into the school environment. In response, updates to the Safety Plan have included expanding access to the "See Something, Say Something" anonymous reporting link by adding it to teachers' Canvas pages in addition to the school website, as well as strengthening Tier I and Tier II behavioral supports so expectations and consequences are clear and consistently applied for all students.

Key elements of the Safety Plan include student supervision, school climate, emergency preparedness, and crisis response procedures. The plan is reviewed with staff during regular staff meetings to ensure clarity of roles and responsibilities. Douglass Middle School complies with all applicable laws and regulations related to hazardous materials and California state earthquake standards. Emergency drills—including fire evacuation, earthquake/disaster, and lockdown drills—are conducted regularly throughout the school year. Emergency supplies are maintained on campus, and clearly defined procedures are in place to respond to emergencies. The School Safety Committee meets quarterly to review safety data, address emerging concerns, and monitor the effectiveness of safety practices.

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	21	13	25	0
Mathematics	24	8	24	1
Science	24	5	28	0
Social Science	24	5	28	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	22	9	25	
Mathematics	23	12	18	2
Science	24	7	24	
Social Science	22	10	24	

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	21	11	24	1
Mathematics	24	6	25	
Science	24	8	21	3
Social Science	22	8	26	

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	375

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	0.5
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	\$8,567	\$1,718	\$6,849	\$114,939
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	2.9	8.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-47.8	13.8

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 2024-2025 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
Beginning Teacher Salary	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Professional development at Douglass Middle School is designed to support continuous improvement and is aligned to both district priorities and site-specific staff needs. In addition to participating in professional development provided by Woodland Joint Unified School District, Douglass Middle School implements targeted professional learning based on staff experience levels, instructional data, and identified areas of growth.

Over the past three years, 14 of the school's 40 teachers and 7 of the 9 paraprofessionals are new to the profession and/or new to the site, resulting in a focused emphasis on onboarding, instructional consistency, and capacity building. As a result, site-based professional development is intentionally structured to support both new and veteran staff while strengthening collective instructional practice. Professional development is embedded within monthly staff meetings and ongoing collaborative structures. Site-based learning has included a focus on strengthening writing instruction across all content areas, increasing instructional rigor through Professional Learning Community (PLC) practices, and improving data analysis using learning targets to develop stronger SMART goals. Additional areas of focus include Tier I instructional strategies, classroom management, and structuring student engagement opportunities to support active learning and academic discourse. Teachers also receive training on instructional frameworks and strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to promote student ownership of learning and consistent instructional practices across classrooms. During the 24-25 school year, the mathematics department has participated in content-specific professional development, including the 15-Day Challenge and ongoing monthly professional development through Solution Tree, to deepen content knowledge and instructional effectiveness. In addition, teachers are supported in attending external professional development opportunities, including California Association for Bilingual Education (CABE) and AVID conferences and trainings, to enhance instructional strategies that support diverse learners and college- and career-readiness. 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	31	38	38