

Lee Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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

2023-24 School Description and Mission Statement

Principal's Message

At Lee Middle School, we are committed to supporting your children in their intellectual and social development during their early adolescent years. The content of our classes focuses on the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), and provides opportunities for individual and whole group instruction, as well as academic intervention. The culture of our school reflects a commitment to working together with parents, students, and our community to ensure all of our students meet their full academic and personal potential. In addition to a rigorous academic program, our school makes available for students a wide array of school-sponsored clubs, sports and activities. We offer a structured learning environment that encourages safe and respectful interactions among students and between students and adults. Taking advantage of these opportunities can help our children develop confidence, independence, and interdependence within a community.

Lee Middle School Mission Statement: Our mission at Lee Middle School is to ensure ALL students are ready for high school and the world beyond by providing a safe, supportive, and rigorous learning environment.

District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school. WJUSD enrollment for 2022-23 was 9,288 students.

2023-24 School Description and Mission Statement

Lee Middle School operates on a traditional calendar, and in 2022-23, 607 students were enrolled in grades seven and eight.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	321
Grade 8	286
Total Enrollment	607

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.7%
American Indian or Alaska Native	1.5%
Asian	2.5%
Black or African American	1.6%
Filipino	0.3%
Hispanic or Latino	74.6%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2.6%
White	15.5%
English Learners	15.8%
Foster Youth	0.2%
Homeless	1.2%
Migrant	2.5%
Socioeconomically Disadvantaged	81.5%
Students with Disabilities	17.6%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	84.32	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	8.70	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.90	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.90	8.70	1.80	12115.80	4.41
Unknown	0.40	1.16	29.10	5.99	18854.30	6.86
Total Teaching Positions	34.50	100.00	485.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	88.79	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.72	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.40	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.03	8.20	1.68	11953.10	4.28
Unknown	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	34.90	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.10
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	1.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin Go Math, Adopted 2015 Houghton Mifflin Integrated Math I Adopted 2016	Yes	0.0%
Science	Pearson/Prentice Hall Adopted 2008	No	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	Yes	0.0%
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%

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 November 20, 2023.

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

11/14/2023 - 11/20/2023

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		Boys restroom: Ceiling tiles are missing #1152 Girls Restroom: Ceiling tiles are missing #1153 Kitchen: Walls appear to have hazards from tears and holes 15: southwest door going towards multi gets stuck. #1154

School Facility Conditions and Planned Improvements

			<p>Room 08: Ceiling tiles are missing, NE corner #1160</p> <p>Room 10: Ceiling tiles have holes or stains, paint entire ceiling #1161</p> <p>Room 13: Ceiling tiles are missing #1162</p> <p>Room 14: Cabinet door needs to be reattached #1163</p> <p>Room 25: Curtains need more clips to hang #1169</p> <p>Room 31: Ceiling center trim needs to be glued #1172</p> <p>Room 32: Ceiling center trim needs to be glued #1173</p> <p>Room 36: Ceiling tiles are missing #1175</p> <p>Room 42: Baseboard needs to be re-glued on east wall. 1176</p> <p>S/L: Walls appear to have hazards from tears and holes. Area where lift used to be needs railing. #1183</p> <p>Boys - Flooring/Baseboards in bathroom need to be redone #1183</p> <p>Boys - Bathroom walls need to be repainted #1183</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Room 32: more than 50% of wall is covered with paper room appeared to be overly cluttered (instructed to remove)</p>
<p>Electrical</p>		X	<p>Administration: Principal office 1 light does not work #1150 far left counseling office 1 light doesn't work 3-way Light switch in hallway from Staff room to kitchen is not wired properly nurse's office light cover is falling #1150</p> <p>Boys restroom: Exhaust fan cover missing Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Light diffusers are missing #1152</p> <p>Room 06: multiple lights out #1159</p> <p>Room 16: Light fixture has missing lens #1165</p> <p>Room 28: Two lights are out. #1171</p> <p>Room 47: Lighting does not appear to be adequate. (1) light out and (1) light missing diffuser #1179</p> <p>S/L: Girls - (2) lights out in coaches office #1183</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Administration: nurse's office light cover is falling Right side "all gender" bathroom faucet handle is loose in main hallway.</p>

School Facility Conditions and Planned Improvements

				<p>Right side bathroom toilet going from staff room to kitchen, is constantly running.#1150</p> <p>Boys restroom: far right sink does not shut off #1152</p> <p>Boys Restroom: Sink does not work #1152</p> <p>Room 03: Low pressure on both faucet and drinking fountain #1156</p> <p>Room 13: Missing aerator- West sink Drinking fountain low pressure - East sink #1162</p> <p>Room 14: NW drinking fountain not working #1163</p> <p>Room 15: A Leak is evident. Sink drips #1164</p> <p>Room 16: Water pressure is inadequate. Lower drinking fountain in hallway is not working. #1165</p> <p>Room 19: A Leak is evident. South side of classroom, faucet handle leaks when turned on #1166</p> <p>Room 21: Boys RR - Restrooms are NOT stocked with toilet paper,soap, and/or paper towels. paper towel dispenser missing Restrooms are NOT fully operational. toilet seat loose and one faucet not working.</p> <p>Girls RR - Restrooms are NOT stocked with toilet paper, soap, and/or paper towels. one TP dispenser missing. Restrooms are NOT fully operational. Faucet one one sink loose #1168</p> <p>Room 27: Water pressure is inadequate. Water pressure is inconsistent. #1170</p> <p>Room 28: East sink eye wash station and faucet need to be tightened and oriented properly #1171</p> <p>Room 34: Water pressure is inadequate on drinking fountain #1174</p> <p>Room 45: SW Faucet is loose #1177</p> <p>S/L: Restrooms are NOT stocked with toilet paper, soap, and/or paper towels Boys - (1) sink is falling of the wall Boys - (1) sink needs new faucet cap Boys - Drinking fountain at entrance not working Girls - Drinking fountain at entrance not working #1183</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Kitchen: Southwest door going towards multi gets stuck. #1154</p>

School Facility Conditions and Planned Improvements

			<p>Multi-Purpose Room: Northwest corner (right side door) panic hardware gets stuck #1155</p> <p>Room 04: Door to hallway closure is missing. Window lock is very loose Door holder on the outside is very loose (door to street) #1157</p> <p>Room 05: Door sensor (outside door) is inhibiting door from closing properly. #1158</p> <p>Room 46: Replace mini blinds #1178</p>
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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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	28	37	38	47	46
Mathematics (grades 3-8 and 11)	18	18	24	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	609	583	95.73	4.27	28.23
Female	284	275	96.83	3.17	32.85
Male	324	308	95.06	4.94	24.10
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	453	433	95.58	4.42	26.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	27.78
White	95	91	95.79	4.21	41.76
English Learners	79	74	93.67	6.33	1.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	49	45	91.84	8.16	25.00
Socioeconomically Disadvantaged	502	479	95.42	4.58	23.90
Students Receiving Migrant Education Services	13	12	92.31	7.69	33.33
Students with Disabilities	104	99	95.19	4.81	4.04

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	609	584	95.89	4.11	18.24
Female	284	275	96.83	3.17	17.22
Male	324	309	95.37	4.63	19.16
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	453	434	95.81	4.19	16.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	22.22
White	95	91	95.79	4.21	26.37
English Learners	79	76	96.20	3.80	1.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	49	45	91.84	8.16	18.18
Socioeconomically Disadvantaged	502	480	95.62	4.38	15.09
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	104	98	94.23	5.77	8.25

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.52	13.14	19.88	19.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	291	277	95.19	4.81	13.72
Female	138	131	94.93	5.07	12.21
Male	152	146	96.05	3.95	15.07
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	9.09
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	214	202	94.39	5.61	10.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	44	95.65	4.35	25.00
English Learners	38	37	97.37	2.63	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	32	29	90.63	9.37	10.34
Socioeconomically Disadvantaged	237	224	94.51	5.49	9.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	10.53

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	87.80%	95.90%	98%	98%	98%

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.

2023-24 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Lee Middle School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Woodland Middle School Music Boosters, Safety Committee and School Site Council (SSC) membership. In addition, Lee provides a myriad of opportunities for parents to get involved through Parent Information Nights, Back to School Night and Open House, Science Night, AVID and Dual Immersion Family Nights and much more! Lee Middle School also benefits from partnerships with the Woodland Chamber of Commerce, the Rotary Club, Friends of the Mondavi Center, Woodland Public Library, Woodland Police Department, UC Davis (EAOP, EAP, and MESA programs), Yolo Farm to Fork, and the American Association of University Women (AAUW). Student voice is encouraged and gathered through student participation on committees such as the Safety Committee and School Site Council, Student Advisory Council and through conducting listening circles and focus groups, surveys, class visits, and Principal's Advisory Workgroup meetings. Student input from their participation on committees, Student Advisory Council, Focus Groups and surveys is used to enhance and improve our programs, policies, and procedures. Community Partnerships and Student and Parent input and feedback is vital to our efforts at continuous improvement at Lee.

Contact Information

Parents who wish to participate in Lee Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-0251 and get more information. The district's Web site (www.wjUSD.org) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are encouraged to attend Community and Family Engagement (CAFE) events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	626	218	34.8
Female	299	292	105	36.0
Male	341	333	112	33.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	10	10	2	20.0
Asian	19	15	6	40.0
Black or African American	11	11	7	63.6
Filipino	2	2	0	0.0
Hispanic or Latino	474	464	162	34.9
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	17	16	6	37.5
White	100	100	33	33.0
English Learners	109	104	44	42.3
Foster Youth	1	1	1	100.0
Homeless	12	11	7	63.6
Socioeconomically Disadvantaged	527	514	188	36.6
Students Receiving Migrant Education Services	19	16	3	18.8
Students with Disabilities	118	115	53	46.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.78	12.07	12.17	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.17	0
Female	10.03	0
Male	14.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.18	0
Filipino	0	0
Hispanic or Latino	12.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	15	0
English Learners	15.6	0
Foster Youth	0	0
Homeless	33.33	0
Socioeconomically Disadvantaged	12.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.95	0

2023-24 School Safety Plan

Safety of students is the first priority of our school staff. Students are supervised throughout the day by teachers, administration, campus security, custodians, and paraprofessionals. Visitors to the school must check in at the office and wear a visitor's badge while on campus. 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 in the front office.

Lee Middle School's Site Safety Plan is revised each year, presented to the School Site Council, and approved by the School Site Council, which consists of administrators, staff members, 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 all 8th grade students on the first day of school this year, where data from the CHKS Survey and PASS Screener were analyzed by students and suggestions for improving safety on our campus were generated. Those ideas were taken to the Student Advisory Committee for additional student input and ultimately given to the Safety Committee for implementation into the Safety Plan. Input was also solicited from staff during the pre-service Professional Development days for consideration. Student and staff feedback related to campus supervision, social-emotional support, conflict resolution and emergency procedures helped to inform the actions written directly into the plan. The Safety Plan was last updated and approved at our Site Council Meeting on September 28th, 2023.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including quarterly fire evacuations and annual intruder and disaster drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The current year's safety plan included key revisions that will contribute to an even safer school environment.

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	22	
Mathematics	28	1	21	
Science	28	2	20	
Social Science	28	1	19	2

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	15	1
Mathematics	21	8	19	
Science	20	13	16	
Social Science	19	16	15	

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

2022-23 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	303.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,839	\$2,009	\$6,830	\$68,967
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	5.7	-5.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-9.4	-18.6

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

Professional Development

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

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Universal Design for Learning, TK-12
- Ethnic Studies, Preschool-12
- English Learner Roadmap, TK-12
- Social Emotional Learning TK-12
- Early Literacy TK-3
- Differentiation

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0