

# Will C. Wood Middle School

420 Grand St. • Alameda, CA 94501 • (510) 748-4015 • Grades 6-8

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Alameda Unified School District**

2060 Challenger Drive  
Alameda, CA 94501  
(510) 337-7000

<http://www.alameda.k12.ca.us>

#### **District Governing Board**

Mialisa Bonta  
**President**

Jennifer Williams  
**Vice President**

Gary Lym  
**Trustee**

Megan Sweet  
**Trustee**

Heather Little  
**Trustee**

#### **District Administration**

Pasquale Scuderi  
**Superintendent**

Sara Stone  
**Chief Academic Officer**

Shariq Khan  
**Chief Business Officer**

Timothy Erwin  
**Chief Human Resources Officer**

Kirsten Zazo  
**Chief Student Support Officer**

### **School Description**

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

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 213                |
| Grade 7                 | 212                |
| Grade 8                 | 184                |
| <b>Total Enrollment</b> | <b>609</b>         |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 9.4                         |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 26.3                        |
| Filipino                            | 8.5                         |
| Hispanic or Latino                  | 21                          |
| Native Hawaiian or Pacific Islander | 1                           |
| White                               | 22                          |
| Two or More Races                   | 10.2                        |
| Socioeconomically Disadvantaged     | 42.9                        |
| English Learners                    | 18.9                        |
| Students with Disabilities          | 17.2                        |
| Foster Youth                        | 0.5                         |
| Homeless                            | 1.3                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Will C. Wood Middle        | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| <b>With Full Credential</b>                        | 28    | 27    | 29    |
| <b>Without Full Credential</b>                     | 2     | 3     | 2     |
| <b>Teaching Outside Subject Area of Competence</b> | 2     | 1     | 0     |

| Teacher Credentials for Alameda Unified            | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| <b>With Full Credential</b>                        | ♦     | ♦     | 409   |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 18    |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 8     |

### Teacher Misassignments and Vacant Teacher Positions at Will C. Wood Middle School

| Indicator                            | 18-19 | 19-20 | 20-21 |
|--------------------------------------|-------|-------|-------|
| Teachers of English Learners         | 0     | 0     | 2     |
| <b>Total Teacher Misassignments*</b> | 0     | 0     | 2     |
| <b>Vacant Teacher Positions</b>      | 1     | 1     | 0     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

**Textbooks and Instructional Materials**

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

| Core Curriculum Area              | Textbooks and Instructional Materials/Year of Adoption   |
|-----------------------------------|--|
| <b>Reading/Language Arts</b>      | Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Mathematics</b>                | California Math Courses 1-3<br>McGraw-Hill/Glencoe, 2015.<br>Adopted 5.10.16, Implemented Fall 2016<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science</b>                    | Full Option Science System (FOSS), Delta Education, Adopted 6.12.07<br>NGSS Updates as available<br>Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>History-Social Science</b>     | Previous Adoption:<br>CA Discovering our Past. Glencoe/McGraw-Hill, 2006.<br>Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Foreign Language</b>           | Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks.<br>French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17.<br>Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>Health</b>                     | Health standards guide our programming.<br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Visual and Performing Arts</b> | We use the VAPA standards to guide our arts programming.<br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 8/7/2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | C13-C20: Cooling units are not efficient to cool down rooms.   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          | Library: Signs of mice infestation.  |
| <b>Electrical:</b><br>Electrical   | Good          |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Fair          | Restrooms (2nd floor): Boys restroom needs a deep cleaning to remove smell.<br>Restrooms (3rd floor): Boys restroom needs a deep cleaning to remove smell.<br>VC: Boys restroom needs a deep cleaning to remove smell. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | C5-C12: Wall near elevator has water intrusion during storms.  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |  |
| <b>Overall Rating</b>  | <b>Good</b>   |  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 56           | N/A          | 66             | N/A            | 50          | N/A         |
| Math    | 42           | N/A          | 58             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 43           | N/A          | 48             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

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

**State Priority: 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.

**School Safety Plan (School Year 2020-2021)**

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.4            | 2.8            | 2.9              | 2.6              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.5            | 1.3              |               |
| Expulsions  | 0.0            | 0.0              |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 304.5 |

\*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.

**Student Support Services Staff (School Year 2019-2020)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 2                                    |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | 0.8                                  |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ | 2019-20<br>Average<br>Class<br>Size | 2019-20<br># of<br>Classes*<br>Size<br>1-20 | 2019-20<br># of<br>Classes*<br>Size<br>21-32 | 2019-20<br># of<br>Classes*<br>Size<br>33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English        | 17                                  | 14  | 10   | 1  | 18                                  | 13  | 7  | 4  | 19                                  | 16  | 9  |  |
| Mathematics    | 20                                  | 11  | 6  |  | 26                                  | 4   | 5  | 5  | 22                                  | 7   | 10   | 1  |
| Science        | 23                                  | 5   | 10   |  | 26                                  | 2   | 8  | 4  | 26                                  | 2   | 12   | 1  |
| Social Science | 26                                  | 3   | 8  | 2  | 28                                  | 2   | 4  | 7  | 28                                  |   | 12   | 1  |

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5       | 5       |         |

Wood's focus has been on engaging all students. This has been a crucial CSTP during distant learning. Teachers and para educators were provided professional development in student engagement as we transitioned to flexible learning. Teachers had a three day conference at the beginning of the year that differentiated teachers ability to provide effective instruction for English language learners, as well as developing their ability to provide equitable instruction for all students. This included enhancing their technology skills and addressing the anti-bias systems that have been instituted into our school systems. All staff members are reading Culturally Responsive Teaching as a tool to develop teachers pedagogy and mindsets. Teachers are also participating in researched highly effective professional learning teams across sites and within the site. These PLCs are constructed by content and the sites are done by content as well as grade level teams. Every staff meeting has been used towards continuous improvement in ELD, technology, integrated learning, and social emotional learning to engage all students.

### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$51,966        | \$49,782                                     |
| Mid-Range Teacher Salary      | \$72,867        | \$76,851                                     |
| Highest Teacher Salary        | \$95,138        | \$97,722                                     |
| Average Principal Salary (ES) | \$106,679       | \$121,304                                    |
| Average Principal Salary (MS) | \$129,891       | \$128,629                                    |
| Average Principal Salary (HS) | \$133,136       | \$141,235                                    |
| Superintendent Salary         | \$230,000       | \$233,396                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 34.0            | 33.0   |
| Administrative Salaries    | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total       | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$13,157.81 | \$4,361.00 | \$8,796.81   | \$70,257.46            |
| District    | N/A         | N/A        | \$8,905.50   | \$77,156               |
| State       | N/A         | N/A        | \$7,750      | \$79,209               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -1.2         | -9.4                   |
| School Site/ State   | 12.7         | -12.0                  |

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

### Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services including general education, special education, and English Language Development and other English Learner services. Additionally, sites receive discretionary funding in the form of Local Control Funding Formula (LCFF) Base funding to serve ALL students and LCFF Supplemental funding to serve unduplicated students. Unduplicated students include English Learners and students who are socio-economically disadvantaged. Sites utilize their discretionary funding in a range of ways and detail their specific activities and services in their School Plan for Student Achievement (SPSA). AUSD's SPSAs can be found at the following link: <https://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=7109&MeetingID=362> Services funded centrally via LCFF Supplemental Funds include components of the ELD program (including ELD/Literacy coaches), restoration of afterschool programming to schools with high unduplicated percentages, components of the Multi-tiered System of Supports (MTSS) program, and innovative program funds for schools with high unduplicated populations. Schools identified as Title 1 receive additional funding for Professional Development and Parent Involvement. Schools in Program Improvement Status also receive Alternative Supports funding for additional academic intervention.

**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.