

Will C. Wood Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Will C. Wood Middle School
Street	420 Grand St.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4015
Principal	Kai Dwyer
Email Address	kdwyer@alamedaunified.org
School Website	https://wms-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611196090112

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2021-22 School Overview

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. Wood Vision: Wood Middle School prepares students to be lifelong learners who competently navigate the changing demands of the 21st century to positively affect the world. Wood Mission: Our goal is to prepare students through rigorous and relevant content with an arts and sciences integration 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	192
Grade 7	210
Grade 8	210
Total Enrollment	612

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.3
Asian	26.6
Black or African American	8.3
Filipino	8.8
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	14.7
White	18.3
English Learners	19.6
Foster Youth	0.3
Homeless	2.3
Socioeconomically Disadvantaged	39.2
Students with Disabilities	16

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

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

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)	20.8	69.2	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.3	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.4	14.9	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	7.8	17.8	3.3	12115.8	4.4
Unknown	1.3	4.6	14.2	2.6	18854.3	6.9
Total Teaching Positions	30.1	100.0	539.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.9
Misassignments	2.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.4

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.3
Total Out-of-Field Teachers	2.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.7

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units	Yes	0
Mathematics	California Math Courses 1-3 McGraw-Hill/Glencoe, 2015. Adopted 5.10.16, Implemented Fall 2016	Yes	0
Science	Full Option Science System (FOSS), Delta Education, Adopted 6.12.07 NGSS Updates as available Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07	Yes	0
History-Social Science	Previous Adoption: CA Discovering our Past. Glencoe/McGraw-Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.	Yes	0
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0
Health	Health standards guide our programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

The Wood Middle School was built in 1965 on a 9.63 acres site with building area of 50,430 sf. The school has a new bell/clock/PA system installed in 2019. The school is fairly clean and underwent a full air exchange audit in the spring of 2021. The modernization project is expected in summer 2022.

Year and month of the most recent FIT report

11/5/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C3: Cooling units are not efficient to cool down rooms.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Artroom: Excessive collection of items, fire hazards, needs to be cleared. Ceiling show signs of roof leaks. Library: Signs of mice infestation.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Artroom: Excessive collection of items, fire hazards, needs to be cleared. Ceiling show signs of roof leaks.
Structural: Structural Damage, Roofs	X			Artroom: Excessive collection of items, fire hazards, needs to be cleared. Ceiling show signs of roof leaks.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	606	NT	NT	NT	NT
Female	289	NT	NT	NT	NT
Male	317	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	159	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	126	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	105	NT	NT	NT	NT
White	112	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	240	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	606	NT	NT	NT	NT
Female	289	NT	NT	NT	NT
Male	317	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	159	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	126	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	105	NT	NT	NT	NT
White	112	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	240	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	605	535	88.4%	11.6%	57.2%
Female	288	262	91.0%	9.0%	60.3%
Male	317	273	86.1%	13.9%	54.2%
American Indian or Alaska Native	2				
Asian	149	132	88.6%	11.4%	60.6%
Black or African American	50	35	70.0%	30.0%	37.1%
Filipino	49	47	95.9%	4.1%	55.3%
Hispanic or Latino	126	108	85.7%	14.3%	53.7%

Native Hawaiian or Pacific Islander	2				
Two or More Races	106	100	94.3%	5.7%	53.0%
White	111	103	92.8%	7.2%	70.9%
English Learners	99	78	78.8%	21.2%	19.2%
Foster Youth	1				
Homeless	13	9	69.2%	31.8%	44.4%
Military	10				
Socioeconomically Disadvantaged	29	19	65.5%	34.5%	47.4%
Students with Disabilities	94	63	67.0%	33.0%	15.9%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	605	542	89.6%	10.4%	32.5%
Female	288	266	92.4%	7.6%	31.6%
Male	317	276	87.1%	12.9%	33.3%
American Indian or Alaska Native	2				
Asian	149	137	91.9%	8.1%	51.1%
Black or African American	50	36	72.0%	28.0%	19.4%
Filipino	49	46	93.9%	6.1%	26.1%
Hispanic or Latino	126	106	84.1%	15.9%	22.6%
Native Hawaiian or Pacific Islander	2				
Two or More Races	106	102	96.2%	3.8%	27.5%
White	111	104	93.7%	6.3%	32.7%
English Learners	99	84	84.8%	15.2%	13.1%
Foster Youth	1				
Homeless	13	9	69.2%	30.8%	11.1%
Military	10				
Socioeconomically Disadvantaged	29	19	65.5%	34.5%	31.6%
Students with Disabilities	94	64	68.1%	31.9%	6.3%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	NT	NT	NT	NT
Female	89	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	39	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	35	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	39	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	84	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 Tamara Centeno at (510) 748-4015.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	643	623	110	17.7
Female	305	298	47	15.8
Male	338	325	63	19.4
American Indian or Alaska Native	2	2	0	0.0
Asian	169	162	10	6.2
Black or African American	55	53	21	39.6
Filipino	54	54	3	5.6
Hispanic or Latino	133	130	40	30.8
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	93	93	16	17.2
White	124	116	15	12.9
English Learners	125	122	26	21.3
Foster Youth	3	3	2	66.7
Homeless	14	14	9	64.3
Socioeconomically Disadvantaged	255	251	71	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	101	31	30.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.83	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.46	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Will C. Wood is a learning ecosystem where students grow emotionally, academically and socially under the care of teachers who facilitate growth through culturally responsive, collaborative & integrated learning experiences. Wood MS implements several practices to ensure student safety. Visitors must use the main entrance and sign in at the office. Parent volunteers help manage traffic before and after school. Before school, after school, during passing periods and lunch, the principal, assistant principal, student support provider 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 with our four school rules: Be Respectful, Be Responsible, Be Safe and Be an Ally. 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 via Beaver Bucks. We revise our school safety plan annually; it was last revised in September 2021. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	13	7	4
Mathematics	26	4	5	5
Science	26	2	8	4
Social Science	28	2	4	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	16	9	
Mathematics	22	7	10	1
Science	26	2	12	1
Social Science	28		12	1

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	15	12	6	
Mathematics	25	1	9	
Science	27	1	6	
Social Science	30		6	

2020-21 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	306

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$13,944.49	\$5,899.14	\$8,045.35	\$74,668.98
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	-3.2	-5.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-4.8	-8.2

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,006	\$51,029
Mid-Range Teacher Salary	\$74,339	\$78,583
Highest Teacher Salary	\$97,088	\$99,506
Average Principal Salary (Elementary)	\$128,153	\$124,576
Average Principal Salary (Middle)	\$124,728	\$131,395
Average Principal Salary (High)	\$141,835	\$144,697
Superintendent Salary	\$230,000	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Wood's focus has been on culturally responsive teaching, integrated learning and using MTSS (Multi-tiered Systems of Support) with fidelity. This has been a crucial CSTP (California Standard Teaching Practices) as we return from distance learning during an ongoing pandemic. Teachers have had ongoing PD (professional development) on culturally responsive practices; Constructing Meaning, integrated learning, restorative practices, using the COST (coordination of services team) tools and systems, PBIS (Positive Behavior Intervention Systems) and ACEs (Adverse Childhood Experiences). Teachers are also participating in researched highly effective professional learning grade level and department teams. Every staff meeting has been used towards continuous improvement in ELD, technology, integrated learning, and social emotional learning to engage all students.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Alameda Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.