

Will C. Wood Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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://wood.alamedaunified.org/
County-District-School (CDS) Code	01611196090112

2022-23 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

2022-23 School Overview

Will C. Wood Middle School prepares 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, culturally responsive 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. Our school's throughline is "how do we thinking globally and act locally to heal ourselves, our community and our 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	207
Grade 7	187
Grade 8	219
Total Enrollment	613

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
American Indian or Alaska Native	0.3
Asian	24.3
Black or African American	7.2
Filipino	8.6
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.6
White	23.0
English Learners	10.4
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	39.2
Students with Disabilities	15.7

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)	20.80	69.23	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.32	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	14.90	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	7.83	17.80	3.32	12115.80	4.41
Unknown	1.30	4.61	14.20	2.64	18854.30	6.86
Total Teaching Positions	30.10	100.00	539.20	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)	23.20	74.59	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.66	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.04	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.03	12.80	2.48	11953.10	4.28
Unknown	5.40	17.61	26.00	5.03	15831.90	5.67
Total Teaching Positions	31.10	100.00	518.40	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.90	0.00
Misassignments	2.40	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	1.20

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	0.00	0.00
Local Assignment Options	2.30	0.30
Total Out-of-Field Teachers	2.30	0.30

2021-22 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)	7.50	4.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.70	0.00

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

2022-23 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 Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022	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 and E Pluribus Unum First Choice educational Publishing 2017.	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
Science Laboratory Equipment (grades 9-12)	N/A		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 HVAC modernization project started in the spring of 2022 and due to COVID delays is still continuing at the time of this report.

Year and month of the most recent FIT report

8/4/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>		X		<p>101: No HVAC unit during modernization, installation at a later date 102: No HVAC unit during modernization, installation at a later date 103: No HVAC unit during modernization, installation at a later date 104: No HVAC unit during modernization, installation at a later date 164: No HVAC unit during modernization, installation at a later date 168: No HVAC unit during modernization, installation at a later date 183: No HVAC unit during modernization, installation at a later date 185: No HVAC unit during modernization, installation at a later date 1st Floor Hallway: Double doors are need of repair/replaced 205: No HVAC unit during modernization, installation at a later date 206: No HVAC unit during modernization, installation at a later date 207: No HVAC unit during modernization, installation at a later date 208: No HVAC unit during modernization, installation at a later date 209: No HVAC unit during modernization, installation at a later date 210: No HVAC unit during modernization, installation at a later date 211: No HVAC unit during modernization, installation at a later date 212: No HVAC unit during modernization, installation at a later date 2nd Floor Hallway: No HVAC unit during modernization, will install at a later date, locker doors need repair 313: No HVAC unit during modernization, installation at a later date 314: No HVAC unit during modernization, installation at a later date 315: No HVAC unit during modernization, installation at a later date 316: No HVAC unit during modernization, installation at a later date 317: No HVAC unit during modernization, installation at a later date 318: No HVAC unit during modernization, installation at a later date</p>

School Facility Conditions and Planned Improvements

			319: No Hvac unit during modernization, installation at a later date 320: No HVAC unit during modernization, installation at a later date 3rd Floor Hallway: No HVAC unit during modernization, will install at a later date, lights are not working
Interior: Interior Surfaces	X		1st Floor Boys Restroom: floor need deep cleaning to remove odor 2nd Floor Boys Restroom: floor need deep cleaning to remove odor 3rd Floor Boys Restroom: floor need deep cleaning to remove odor
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		3rd Floor Hallway: No HVAC unit during modernization, will install at a later date, lights are not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		B1: Fire damages
Structural: Structural Damage, Roofs	X		Art Room: Ceiling has water stains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		1st Floor Hallway: Double doors are need of repair/replaced 2nd Floor Hallway: No HVAC unit during modernization, will install at a later date, locker doors need repair

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	53	N/A	33

2021-22 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	626	592	94.57	5.43	59.29
Female	313	287	91.69	8.31	64.46
Male	308	301	97.73	2.27	53.82
American Indian or Alaska Native	--	--	--	--	--
Asian	156	148	94.87	5.13	68.92
Black or African American	45	42	93.33	6.67	38.10
Filipino	54	53	98.15	1.85	64.15
Hispanic or Latino	128	120	93.75	6.25	47.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	86	95.56	4.44	55.81
White	148	140	94.59	5.41	66.43
English Learners	71	59	83.10	16.90	15.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	241	93.77	6.23	48.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	89	92.71	7.29	10.11

2021-22 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	626	607	96.96	3.04	39.04
Female	313	298	95.21	4.79	36.91
Male	308	305	99.03	0.97	40.98
American Indian or Alaska Native	--	--	--	--	--
Asian	156	155	99.36	0.64	52.26
Black or African American	45	43	95.56	4.44	11.63
Filipino	54	54	100.00	0.00	50.00
Hispanic or Latino	128	121	94.53	5.47	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	87	96.67	3.33	36.78
White	148	144	97.30	2.70	40.97
English Learners	71	69	97.18	2.82	8.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	248	96.50	3.50	28.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	90	93.75	6.25	7.78

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.13	NT	50.32	28.5	29.47

2021-22 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	213	207	97.18	2.82	39.13
Female	103	100	97.09	2.91	37
Male	106	103	97.17	2.83	39.81
American Indian or Alaska Native	0	0	0	0	0
Asian	51	50	98.04	1.96	40
Black or African American	18	17	94.44	5.56	23.53
Filipino	23	23	100	0	43.48
Hispanic or Latino	44	40	90.91	9.09	27.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100	0	41.94
White	46	46	100	0	50
English Learners	21	20	95.24	4.76	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	78	96.3	3.7	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92	8	4.35

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	93.4%	90.8%	90.8.0%	91.8%	73.0%

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.

2022-23 Opportunities for Parental Involvement

Family engagement is key to our success. 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, professional development of staff 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 promotion 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. To find out about participating at our school, call our family liaison Tiffany Thompson at (510) 748-4015.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	676	651	169	26.0
Female	336	324	87	26.9
Male	335	322	78	24.2
American Indian or Alaska Native	3	2	1	50.0
Asian	162	160	14	8.8
Black or African American	50	48	21	43.8
Filipino	55	54	5	9.3
Hispanic or Latino	144	136	51	37.5
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	86	83	33	39.8
White	159	152	37	24.3
English Learners	100	93	25	26.9
Foster Youth	2	2	0	0.0
Homeless	10	8	3	37.5
Socioeconomically Disadvantaged	297	285	103	36.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	103	47	45.6

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.59	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.59	0.00
Female	1.79	0.00
Male	7.46	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	14.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.14	0.00
White	4.40	0.00
English Learners	3.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.26	0.00

2022-23 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. 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 2022. 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. We use the Share911 app to communicate and notify during emergencies and drills.

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	

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	18	13	14	
Mathematics	23	6	10	2
Science	27	2	12	1
Social Science	29		13	

2021-22 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	306.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,155.78	\$5,654.50	\$8,501.28	\$85,124.48
District	N/A	N/A	\$8,294.39	\$88,572
Percent Difference - School Site and District	N/A	N/A	2.5	-4.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	25.3	2.4

2021-22 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=11785&MeetingID=610>

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$58,975	\$52,478
Mid-Range Teacher Salary	\$82,694	\$80,810
Highest Teacher Salary	\$107,969	\$101,276
Average Principal Salary (Elementary)	\$132,773	\$127,080
Average Principal Salary (Middle)	\$148,389	\$134,264
Average Principal Salary (High)	\$150,371	\$147,200
Superintendent Salary	\$240,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
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. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	