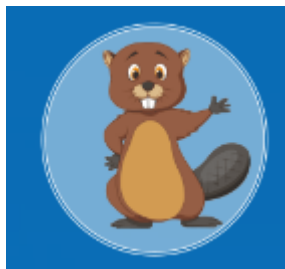


# Will C. Wood Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Will C. Wood Middle School
<b>Street</b>	1801 Sandcreek Way
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	(510) 748-4015
<b>Principal</b>	Jessica Lucio
<b>Email Address</b>	<a href="mailto:jlucio@alamedaunified.org">jlucio@alamedaunified.org</a>
<b>School Website</b>	<a href="https://wood.alamedaunified.org/">https://wood.alamedaunified.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	01611196090112

### 2025-26 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	<a href="mailto:pscuderi@alamedaunified.org">pscuderi@alamedaunified.org</a>
<b>District Website</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

### 2025-26 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

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

## 2025-26 School Description and Mission Statement

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 "Building Great Minds." 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	204
Grade 7	194
Grade 8	215
<b>Total Enrollment</b>	<b>613</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	49.9
Non-Binary	0.7
American Indian or Alaska Native	0.2
Asian	24.1
Black or African American	6.7
Filipino	6.5
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12.4
White	21.7
English Learners	11.4
Homeless	2.3
Socioeconomically Disadvantaged	52.4
Students with Disabilities	13.5

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.2	74.59	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.8	2.66	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	4.04	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	1.03	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	5.4	17.61	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	31.1	100	518.4	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.3	80.06	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.89	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	4.46	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.2	14.55	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	29.1	100	485.8	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.1	63.32	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	11.07	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.8	10.44	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	4.1	15.13	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	27.1	100	496.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.20	0.2	3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.20	0.2	3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.3	2.8
<b>Local Assignment Options</b>	0.30	0	0
<b>Total Out-of-Field Teachers</b>	0.30	1.3	2.8

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8	0.7	11.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units	0
<b>Mathematics</b>	California Math Courses 1-3 Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022	0
<b>Science</b>	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	0
<b>History-Social Science</b>	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.	0
<b>Foreign Language</b>	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.	0
<b>Health</b>	Health standards guide our programming.	0
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

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

## School Facility Conditions and Planned Improvements

Wood Middle School has been moved to a new temporary campus on what was the old Lum Elementary site. Lum elementary was demolished and blacktop was added for portables to be placed that are being leased by the school district while the old Wood is being torn down and new construction is taking place. Students still need to walk to the old MPR on a gated pathway to get lunch, and attend art and music classes. That building will not be torn down and will be incorporated into the new design of the new campus estimated to be completed in June 2026.

**Year and month of the most recent FIT report** 10/21/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			2114 Storage Room: 4 - four ceiling tiles missing. WO#15678 Art Room Storage: 4 - painting is peeling/chipping. WO#15672 Art Room: 4 - painting is peeling/chipping. WO#15672
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			2110 Boys RR: 7 - missing light diffuser WO#15675. 9 - first faucet leaks when pushing down for water. WO#15673 2111 Band Room: 7 - set of lights are out. WO#15674 P24: 7 - outlet missing coverplate WO#15677 Stage: 7 - 2 sets of lights are out. WO#15674
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			2109 Girls RR: 9 - first sink has low pressure. WO#15679 2110 Boys RR: 7 - missing light diffuser WO#15675. 9 - first faucet leaks when pushing down for water. WO#15673 P7: 9 - third faucet is loose. WO#15673
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	55	64	65	47	48
<b>Mathematics</b> (grades 3-8 and 11)	44	42	54	57	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	638	607	95.14	4.86	54.70
Female	312	302	96.79	3.21	61.26
Male	322	301	93.48	6.52	48.17
American Indian or Alaska Native	--	--	--	--	--
Asian	154	147	95.45	4.55	61.22
Black or African American	45	39	86.67	13.33	33.33
Filipino	41	41	100.00	0.00	60.98
Hispanic or Latino	142	137	96.48	3.52	32.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	116	112	96.55	3.45	57.14
White	135	126	93.33	6.67	75.40
English Learners	76	61	80.26	19.74	1.64
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	229	213	93.01	6.99	35.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	76	92.68	7.32	15.79

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	638	611	95.77	4.23	42.20
<b>Female</b>	312	305	97.76	2.24	41.91
<b>Male</b>	322	303	94.10	5.90	42.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	154	152	98.70	1.30	54.61
<b>Black or African American</b>	45	40	88.89	11.11	10.00
<b>Filipino</b>	41	41	100.00	0.00	57.50
<b>Hispanic or Latino</b>	142	135	95.07	4.93	20.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	116	114	98.28	1.72	41.23
<b>White</b>	135	124	91.85	8.15	58.87
<b>English Learners</b>	76	73	96.05	3.95	5.48
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	15	88.24	11.76	20.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	229	216	94.32	5.68	26.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	82	75	91.46	8.54	8.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	29.69	28.7	53.22	54.86	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	216	97.74	2.26	28.70
Female	109	107	98.17	1.83	31.78
Male	111	108	97.30	2.70	25.93
American Indian or Alaska Native	0	0	0	0	0
Asian	55	55	100.00	0.00	36.36
Black or African American	15	13	86.67	13.33	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	55	54	98.18	1.82	7.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	40.54
White	48	47	97.92	2.08	46.81
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	71	97.26	2.74	12.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	6.67

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.0%	97.0%	96.5%	97.0%	97.0%

## 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.

#### 2025-26 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Field Trip Chaperones
- Classroom helpers

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	646	101	15.6
Female	321	317	49	15.5
Male	338	325	51	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	156	154	9	5.8
Black or African American	46	44	15	34.1
Filipino	41	40	4	10.0
Hispanic or Latino	148	146	41	28.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	86	82	12	14.6
White	142	137	12	8.8
English Learners	92	89	13	14.6
Foster Youth	--	--	--	--
Homeless	18	17	11	64.7
Socioeconomically Disadvantaged	360	355	77	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	91	22	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.73	3.6	5.28	2.71	2.42	2.57	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.28	0.00
Female	4.36	0.00
Male	5.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.92	0.00
Black or African American	15.22	0.00
Filipino	2.44	0.00
Hispanic or Latino	8.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.81	0.00
White	3.52	0.00
English Learners	7.61	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	8.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.47	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of students; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	12	2
Mathematics	26	4	10	3
Science	29	2	1	11
Social Science	32	0	7	5

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	9	3
Mathematics	28	3	7	5
Science	32	1	3	9
Social Science	32		6	6

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	9	3
Mathematics	28	4	10	3
Science	29	2	5	7
Social Science	34		7	5

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	301.5

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	4
Other	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$20,002.24	\$8,881.61	\$11,120.63	\$104,803.48
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.7	10.9
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	3.2	10.1

## Fiscal Year 2024-25 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$68,272	\$62,145
<b>Mid-Range Teacher Salary</b>	\$95,730	\$97,088
<b>Highest Teacher Salary</b>	\$124,990	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$163,400	\$151,343
<b>Average Principal Salary (Middle)</b>	\$176,220	\$159,514
<b>Average Principal Salary (High)</b>	\$179,091	\$177,261
<b>Superintendent Salary</b>	\$313,771	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.46%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	6.67%	5.4%

## 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 using an inquiry model. Every staff meeting has been used towards continuous improvement in ELD, Special Education, Equity, 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	