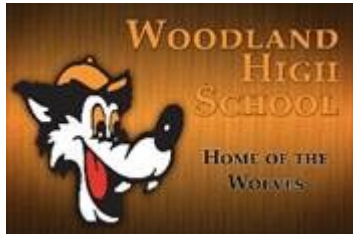


Woodland Senior High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 | Woodland Senior High School |
| Street | 21 North West St. |
| City, State, Zip | Woodland, CA 95695-2611 |
| Phone Number | (530) 662-4678 |
| Principal | Gerald Salcido Jr |
| Email Address | gerald.salcido@wjusd.org |
| School Website | whs.wjusd.org |
| County-District-School (CDS) Code | 57 72710 5738802 |

2022-23 District Contact Information

| | |
|---------------------------------|--|
| District Name | Woodland Joint Unified School District |
| Phone Number | (530) 662-0201 |
| Superintendent | Elodia Ortega-Lampkin |
| Email Address | elodia.lampkin@wjusd.org |
| District Website Address | www.wjusd.org |

2022-23 School Overview

At Woodland Senior High School, faculty, staff, parents and administration are committed to supporting and providing a safe and caring learning environment for all students. We provide a rigorous, standards-based curriculum and offer Advanced Placement courses in the areas of English, Foreign Language, Mathematics, Science, Social Science and Visual and Performing Arts. All students have the opportunity to enhance their required coursework with classes from our excellent elective programs. Elective classes are offered in Agriculture, Art, Child Development, Computers, Construction, Culinary, Engineering, Music, Science, Social Science, Theater, Welding, and World Languages (Spanish).

School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 54,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021-22 school year.

The school operates on a traditional calendar, and during the 2022-2023 school year about 1163 students were enrolled in grades nine through twelve. Students are enrolled in a seven period day with an alternating week block schedule.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
| Grade 9 | 306 |
| Grade 10 | 340 |
| Grade 11 | 315 |

| | |
|------------------|-------|
| Grade 12 | 295 |
| Total Enrollment | 1,256 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.4 |
| Male | 49.6 |
| American Indian or Alaska Native | 0.6 |
| Asian | 2.5 |
| Black or African American | 0.9 |
| Filipino | 0.2 |
| Hispanic or Latino | 73.8 |
| Native Hawaiian or Pacific Islander | 0.6 |
| Two or More Races | 2.2 |
| White | 18.6 |
| English Learners | 10.0 |
| Foster Youth | 0.3 |
| Homeless | 1.0 |
| Migrant | 1.9 |
| Socioeconomically Disadvantaged | 72.9 |
| Students with Disabilities | 14.9 |

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) | 56.20 | 85.98 | 422.70 | 87.04 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 3.00 | 4.59 | 16.70 | 3.44 | 4205.90 | 1.53 |

| | | | | | | |
|---|-------|--------|--------|--------|-----------|--------|
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.20 | 6.48 | 8.30 | 1.72 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 1.70 | 8.70 | 1.80 | 12115.80 | 4.41 |
| Unknown | 0.80 | 1.22 | 29.10 | 5.99 | 18854.30 | 6.86 |
| Total Teaching Positions | 65.40 | 100.00 | 485.60 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 55.60 | 85.93 | 431.60 | 88.36 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 1.54 | 15.60 | 3.21 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.10 | 3.27 | 14.80 | 3.05 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.50 | 2.39 | 8.20 | 1.68 | 11953.10 | 4.28 |
| Unknown | 4.40 | 6.84 | 18.00 | 3.70 | 15831.90 | 5.67 |
| Total Teaching Positions | 64.70 | 100.00 | 488.50 | 100.00 | 279044.80 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 1.00 | 0.10 |
| Misassignments | 3.20 | 1.90 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 4.20 | 2.10 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 0.40 |
| Local Assignment Options | 1.10 | 1.10 |
| Total Out-of-Field Teachers | 1.10 | 1.50 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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) | 8.00 | 4.20 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.10 | 0.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected August 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| Reading/Language Arts | StudySync, McGraw-Hill (2017) Adopted 2020 | Yes | 0.0% |
| Mathematics | Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016 | Yes | 0.0% |
| Science | Benjamin Cummings Adopted 2002 Glencoe | No | 0.0% |

| | | | |
|-------------------------------|---|-----|------|
| | Adopted 2004 Holt, Rinehart & Winston Adopted 2001 Houghton Mifflin Adopted 2000 Prentice Hall Adopted 2001 | | |
| History-Social Science | Glencoe / McGraw Hill Adopted 2000 McDougal Littell Adopted 2000 Prentice Hall Adopted 2006 Pearson Adopted 2008 | No | 0.0% |
| Foreign Language | Vista Higher Learning (Spanish) Senderos 1, Senderos2, Senderos 3, Senderos 4, Temas, Galeria 1, and Galeria 2 Adopted 2019 Vista Higher Learning (French) Daccord Adopted 2020 | Yes | 0.0% |
| Health | Health Connected: Teen Talk Adopted 2020 | Yes | 0.0% |

School Facility Conditions and Planned Improvements

Woodland High School, originally constructed in 1971, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 93 classrooms, one library, one multipurpose room, one staff room, two gymnasiums, one "Little Theater" and amphitheater. Facility information is current as of January 5, 2023.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

12/21/2022 - 01/05/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | |
|---|----------|--|
| <p>Interior: Interior Surfaces</p> | <p>X</p> | <p>Administration: 4: (D) Ceiling tiles have holes or stains. Principal's office 1 broken ceiling tile (D) Ceiling tiles stained - VP6 2 tiles (D) Replace 2 ceiling tiles (1) broken and (1) stained above patients bed - Health Aide office 7: (D) Principals office - 1 light bulb out (D) VP 5 - 4 bulbs and 2 ballasts (D) VP 6 - 2 bulbs and 1 ballast (D) VP 8 - 4 bulbs and 2 ballasts (D) 2 bulbs Student Services (D) 6 bulbs and 3 ballasts - Counselor Room 14 (D) 4 bulbs and 2 ballasts - Conference B Room 15 (D) 2 bulbs 1 ballast - Nurses office (D) 6 bulbs and 3 ballasts - foyer area of Health Aide office Work order 52242 Room 205: 4: (D) Ceiling tiles have holes or stains. Work order 52305 Room 411: 4: (D) Ceiling tiles are missing in hallway 7: (D) Lighting appears to be inadequate and is not working properly. Hallway lights out as well Work order 52321 Room 424: 4: (D) Ceiling tiles have holes or stains. (D) Ceiling tiles are missing. Both due to rain Work order 52318 Room 912: 4: (D) Ceiling tiles are missing in staff work room 7: (D) Lighting appears to be inadequate 17 bulbs out 8: girls main drain needs snaked 237sf 2 light covers missing 10: 3 fire extinguishers are all compliant in main hall way Work order 52282 Small GYM: 4: "casing around large acoustic tiles needs to be re installed (2-3 tiles) 9: Both fountains do not work properly 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Two missing Work order 52280</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | <p>X</p> | <p>Room 1004: 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week. 7: (D) Lighting appears to be inadequate 10 bulbs out Work order 52287 Staff/storage room: 5: Needs to be cleaned up 7: (D) Lighting appears to be inadequate 12 bulbs are out Work order 52266</p> |
| <p>Electrical</p> | <p>X</p> | <p>703 Home Economics: 7: (D) 38 bulbs and 12 ballasts</p> |

School Facility Conditions and Planned Improvements

(D) foyer/entry - 4 lights in-operable (trouble shoot)
Work order 52238
701 music:
7: (D) 60 bulbs and 15 ballasts
Work order 52240
Administration:
4: (D) Ceiling tiles have holes or stains. Principal's office 1 broken ceiling tile
(D) Ceiling tiles stained - VP6 2 tiles
(D) Replace 2 ceiling tiles (1) broken and (1) stained above patients bed - Health Aide office
7: (D) Principals office - 1 light bulb out
(D) VP 5 - 4 bulbs and 2 ballasts
(D) VP 6 - 2 bulbs and 1 ballast
(D) VP 8 - 4 bulbs and 2 ballasts
(D) 2 bulbs Student Services
(D) 6 bulbs and 3 ballasts - Counselor Room 14
(D) 4 bulbs and 2 ballasts - Conference B Room 15
(D) 2 bulbs 1 ballast - Nurses office
(D) 6 bulbs and 3 ballasts - foyer area of Health Aide office
Work order 52242
Boys Restroom:
7: (D) 1 bulb out and 1 missing lens cover
Work order 52267
Commons:
7: (D) Janitor's closet - ballast and bulb
(D) Foyer has a ballast and bulb out
Work order 52272
Girls Locker Room:
7: Ms. Lopez office - 1 bulb out
Girls locker room - 7 bulbs and 3 ballasts
9: (D) small water fountain does not work
Work order 52273
Girls Restroom:
7: (D) 1 ballast
Work order 52274
Girls Restroom:
7: (D) 1 bulb and 1 ballast
8: (D) Replace toilet seat broken
(D) L sink coming away from the wall
15: (D) Door stop not working
Work order 52275
Gymnasium:
7: (D) 3 gymnasium motion sensors are not working
(D) 14 bulbs and 3 ballasts
Work order 52278
Kitchen:
7: (D) 3 bulbs
Work order 52279
Little Theater:
7: (D) 16 bulbs and 5 ballasts
Work order 52281
Room 1002:
7: (D) Lighting appears to be inadequate 7 bulbs out
Work order 52283
Room 1003:
7: (D) Lighting appears to be inadequate 2 bulbs out
Work order 52284
Room 1004:

School Facility Conditions and Planned Improvements

5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week.
7: (D) Lighting appears to be inadequate 10 bulbs out
Work order 52287
Room 1005:
7: (D) Lighting appears to be inadequate 4 bulbs out
Work order 52288
Room 1009:
7: (D) Lighting appears to be inadequate 4 bulbs out
Work order 52289
Room 1010:
7: (D) Lighting appears to be inadequate 13 bulbs out
Work order 52292
Room 1011:
7: (D) Lighting appears to be inadequate 17 bulbs out
Work order 52293
Room 1012:
7: (D) Lighting appears to be inadequate 17 bulbs out
Work order 52295
Room 1013:
5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week.
(X) Floors appear to not have been swept or vacuumed in over two weeks.
(D) Area appears to be unclean with more than minimal dirt, dust, or buildup.
needs cleaned up
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights.
(D) Lighting is flickering.
ballast needs replacing in back room and 6 bulbs out
9: drinking fountain outside , Water pressure is inadequate. needs adjusted.
10: extinguishers are all current
Work order 52296
Room 201:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52300
Room 202:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52301
Room 203:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52304
Room 303:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52308
room 304:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52309
Room 306:
7: (D) Lighting appears to be inadequate and is not working properly.
work order 52311
Room 307:

School Facility Conditions and Planned Improvements

7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52314
Room 308:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52328
Room 309:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52327
Room 401:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52326
Room 403:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52325
Room 405:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52324
Room 407:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52323
Room 409:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52322
Room 411:
4: (D) Ceiling tiles are missing in hallway
7: (D) Lighting appears to be inadequate and is not working properly.
Hallway lights out as well
Work order 52321
Room 412:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52320
Room 413:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52319
Room 425:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52317
Room 426:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52316
Room 427:
7: (D) Lighting appears to be inadequate and is not working properly.
Work order 52315
Room 702 :
7: (D) 4 bulbs and 2 ballasts
15: (D) door stop not working

School Facility Conditions and Planned Improvements

Work order 52313
Room 704:
7: (D) 5 bulbs and 2 ballasts in storage room
(D) 2 bulbs out
9: (D) Troubleshoot garbage disposal
Work order 52312
Room 801:
7: (D) 2 bulbs out
Work order 52310
Room 802:
7: (D) 13 bulbs and 6 ballasts
9: (D) sink clogged and will not drain
Work order 52307
Room 803:
7: (D) 7 bulbs and 2 ballasts
(D) 6 bulbs and 3 ballasts with 3 missing lenses - kiln room within Room 803/storage
Work order 52306
Room 902:
7: (D) Lighting appears to be inadequate 5 light bulbs need to be replaced.
Work order 52303
Room 903:
7: (D) Lighting appears to be inadequate, 23 bulbs out
Work order 52302
Room 904:
7: (D) Lighting appears to be inadequate 6 light bulbs out and covers over the lights needs to be removed.
Work order 52299
Room 905:
7: (D) Lighting appears to be inadequate 5 light bulbs out
Work order 52297
Room 906:
7: (D) Lighting appears to be inadequate 3 bulbs out
Work order 52296
Room 907:
7: (D) Lighting appears to be inadequate 4 bulbs out
Work order 52294
Room 908:
7: (D) Lighting appears to be inadequate 8 bulbs out
Work order 52291
Room 909:
7: (D) Lighting appears to be inadequate 7 bulbs out
Work order 52290
Room 910:
7: (D) Lighting appears to be inadequate 12 bulbs out
Work order 52286
Room 911:
7: (D) Lighting appears to be inadequate 6 bulbs out
Work order 52284
Room 912:
4: (D) Ceiling tiles are missing in staff work room
7: (D) Lighting appears to be inadequate 17 bulbs out
8: girls main drain needs snaked 237sf
2 light covers missing
10: 3 fire extinguishers are all compliant in main hall way
Work order 52282
Staff Room:

School Facility Conditions and Planned Improvements

| | | | |
|---|----------|--|--|
| | | | <p>7: (D) 3 bulbs out 8: (D) 1 bulb out in Women's restroom Work order 52269 Staff/storage room: 5: Needs to be cleaned up 7: (D) Lighting appears to be inadequate 12 bulbs are out Work order 52266</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | <p>X</p> | | <p>Boys Locker Room: 8: (D) L stall toilet seat is loose (D) Various shower heads are leaking - check them all Work order 52244 Boys Restroom: 8: (D) Restrooms do NOT appear to be maintained and cleaned regularly. (D) 3 of 5 urinals are not flushing properly (D) L sink was pulled away from the wall and leaking (D) R sink water flow adjusted down (too much) Work order 52271 Girls Locker Room: 7: Ms Lopez office - 1 bulb out Girls locker room - 7 bulbs and 3 ballasts 9: (D) small water fountain does not work Work order 52273 Girls Restroom: 7: (D) 1 bulb and 1 ballast 8: (D) Replace toilet seat broken (D) L sink coming away from the wall 15: (D) Door stop not working Work order 52275 Girls Restroom: 8: (D) Floor drain cover very loose (D) Restrooms do NOT appear to be maintained and cleaned regularly. (D) 2 light covers missing - please replace Work order 52276 Room 1013: 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week. (X) Floors appear to not have been swept or vacuumed in over two weeks. (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. needs cleaned up 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. (D) Lighting is flickering. ballast needs replacing in back room and 6 bulbs out 9: drinking fountain outside , Water pressure is inadequate. needs adjusted. 10: extinguishers are all current Work order 52296 Room 704: 7: (D) 5 bulbs and 2 ballasts in storage room (D) 2 bulbs out 9: (D) Troubleshoot garbage disposal Work order 52312 Room 802: 7: (D) 13 bulbs and 6 ballasts</p> |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|---|
| | | | <p>9: (D) sink clogged and will not drain Work order 52307 Room 912: 4: (D) Ceiling tiles are missing in staff work room 7: (D) Lighting appears to be inadequate 17 bulbs out 8: girls main drain needs snaked 237sf 2 light covers missing 10: 3 fire extinguishers are all compliant in main hall way Work order 52282 Small GYM: 4: "casing around large acoustic tiles needs to be re installed (2-3 tiles) 9: Both fountains do not work properly 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Two missing Work order 52280 Staff Room: 7: (D) 3 bulbs out 8: (D) 1 bulb out in Women's restroom Work order 52269</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | X | | <p>Small GYM: 4: "casing around large acoustic tiles needs to be re installed (2-3 tiles) 9: Both fountains do not work properly 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Two missing Work order 52280</p> |
| <p>Structural: Structural Damage, Roofs</p> | X | | |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | <p>Boys Restroom: 15: (D) Boys RR door sticks Work order 52270 Girls Restroom: 7: (D) 1 bulb and 1 ballast 8: (D) Replace toilet seat broken (D) L sink coming away from the wall 15: (D) Door stop not working Work order 52275 Room 702 : 7: (D) 4 bulbs and 2 ballasts 15: (D) door stop not working Work order 52313</p> |

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 | 46 | N/A | 37 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 16 | N/A | 24 | 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 | 298 | 276 | 92.62 | 7.38 | 45.79 |
| Female | 149 | 139 | 93.29 | 6.71 | 50.00 |
| Male | 149 | 137 | 91.95 | 8.05 | 41.48 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 12 | 92.31 | 7.69 | 81.82 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 206 | 194 | 94.17 | 5.83 | 43.01 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 62 | 55 | 88.71 | 11.29 | 53.70 |
| English Learners | 16 | 9 | 56.25 | 43.75 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 34 | 33 | 97.06 | 2.94 | 39.39 |
| Socioeconomically Disadvantaged | 211 | 197 | 93.36 | 6.64 | 43.88 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 43 | 36 | 83.72 | 16.28 | 5.71 |

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 | 298 | 278 | 93.29 | 6.71 | 15.83 |
| Female | 149 | 142 | 95.30 | 4.70 | 16.90 |
| Male | 149 | 136 | 91.28 | 8.72 | 14.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 12 | 92.31 | 7.69 | 25.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 206 | 195 | 94.66 | 5.34 | 12.31 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 62 | 56 | 90.32 | 9.68 | 28.57 |
| English Learners | 16 | 13 | 81.25 | 18.75 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 34 | 33 | 97.06 | 2.94 | 9.09 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Socioeconomically Disadvantaged | 211 | 199 | 94.31 | 5.69 | 14.07 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 43 | 34 | 79.07 | 20.93 | 0.00 |

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.

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 | 17.29 | NT | 19.88 | 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 | 570 | 538 | 94.39 | 5.61 | 17.29 |
| Female | 302 | 287 | 95.03 | 4.97 | 16.78 |
| Male | 267 | 251 | 94.01 | 5.99 | 17.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 18 | 90 | 10 | 22.22 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 419 | 397 | 94.75 | 5.25 | 14.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 8.33 |
| White | 105 | 98 | 93.33 | 6.67 | 30.21 |
| English Learners | 41 | 36 | 87.8 | 12.2 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 68 | 65 | 95.59 | 4.41 | 9.23 |
| Socioeconomically Disadvantaged | 388 | 368 | 94.85 | 5.15 | 14.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 68 | 61 | 89.71 | 10.29 | 3.39 |

2021-22 Career Technical Education Programs

Woodland High School offers CTE pathways in six industry sectors (Agriculture & Natural Resources, Building & Construction Trades, Education, Child Development & Family Services, Culinary and Event Management, Manufacturing & Product Development) that are aligned to the California Career Technical Education model curriculum standards. Each pathway integrates rigorous academic and industry standards, technical job skills, work-based learning and support to help students develop the skills they will need to be successful in college and careers after high school. The pathways result in industry certifications, college credit, a-g UC/CSU credit or a combination of the three. All programs have an integral leadership program through an official Career Technical Student Organization and are informed by a local advisory committee that provides guidance on curriculum, technical standards and industry needs.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 711 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 61.6 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.84 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 42.32 |

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 9 | 80.6% | 82.7% | 85.7% | 85.20% | 86.70% |

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

The school district benefits from extensive support from parents and community members. Woodland High School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, speakers for classes and panels, fund raising, English Learner Advisory Committee (ELAC) and School Site Council membership.

Student engagement is a vital part of their academic success. The Woodland High School Staff encourages student engagement in a variety of ways for all students, including student advisory councils, and surveys which directly impact the School Plan. To support students with excellence in achievement, we offer academic support through our Community Service Learning Center which is employed with many university students that tutor in the area of their major, a Library/Media Center, teacher run academic Saturday School, study hall after school, online credit recovery courses and many teachers host tutoring sessions in their classrooms before school, at lunch and after school. We work cooperatively with the Yolo County Office of Education, Woodland Community College, University of California, Davis and California State University, Sacramento to offer our students extended and supplemental learning experiences. These experiences are provided as field trips, workshops or programs such as AVID, Puente, EAOP (Early Academic Outreach Program) and ETS (Educational Testing Services). We are committed to increasing our number of college and career ready graduates. Our extra-curricular activities include athletics in fifteen sports, yearbook, more than twenty clubs, and study halls.

Contact Information

Parents who wish to participate in Woodland Senior High School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-4678. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 2 | 2.7 | | 3.3 | 3.4 | | 8.9 | 7.8 |
| Graduation Rate | | 92.5 | 95 | | 91.8 | 91.2 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 299 | 284 | 95.0 |
| Female | 160 | 153 | 95.6 |
| Male | 138 | 130 | 94.2 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 226 | 217 | 96.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 52 | 48 | 92.3 |
| English Learners | 39 | 34 | 87.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 227 | 215 | 94.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 42 | 33 | 78.6 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1327 | 1294 | 449 | 34.7 |
| Female | 658 | 644 | 225 | 34.9 |
| Male | 668 | 650 | 224 | 34.5 |
| American Indian or Alaska Native | 8 | 8 | 3 | 37.5 |
| Asian | 33 | 31 | 11 | 35.5 |
| Black or African American | 12 | 12 | 2 | 16.7 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 967 | 947 | 328 | 34.6 |
| Native Hawaiian or Pacific Islander | 8 | 8 | 1 | 12.5 |
| Two or More Races | 34 | 33 | 16 | 48.5 |
| White | 255 | 245 | 87 | 35.5 |
| English Learners | 136 | 135 | 62 | 45.9 |
| Foster Youth | 8 | 6 | 2 | 33.3 |
| Homeless | 15 | 15 | 9 | 60.0 |
| Socioeconomically Disadvantaged | 974 | 947 | 340 | 35.9 |
| Students Receiving Migrant Education Services | 25 | 25 | 8 | 32.0 |

| | | | | |
|----------------------------|-----|-----|----|------|
| Students with Disabilities | 212 | 201 | 95 | 47.3 |
|----------------------------|-----|-----|----|------|

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 | 3.64 | 4.16 | 2.45 |
| Expulsions | 0.00 | 0.00 | 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 | 9.72 | 0.21 | 5.89 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.02 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-------------------------------------|------------------|-----------------|
| All Students | 9.72 | 0.00 |
| Female | 7.14 | 0.00 |
| Male | 12.28 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 3.03 | 0.00 |
| Black or African American | 8.33 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 10.65 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 8.82 | 0.00 |

| | | |
|--|-------|------|
| White | 7.84 | 0.00 |
| English Learners | 17.65 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 20.00 | 0.00 |
| Socioeconomically Disadvantaged | 10.47 | 0.00 |
| Students Receiving Migrant Education Services | 28.00 | 0.00 |
| Students with Disabilities | 12.74 | 0.00 |

2022-23 School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by administrators, campus safety supervisors, and staff members. Visitors to the school must check in at the office and wear a visitor's badge while on campus. All staff are required to wear ID badges.

Woodland High School's Site Safety Plan is reviewed and approved each year by the School Site Council, which consists of administrators, teachers, counselors, classified staff, students, community members and parents. Key elements of the Safety Plan include procedures to address safety issues and emergency evacuation plans. School Site Council and the WJUSD School Board last approved the school safety plan in the Fall of 2022.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including fire, disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The school safety plan is reviewed with staff each fall. ALICE training was conducted with all staff members in April 2023.

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 | 25 | 18 | 16 | 21 |
| Mathematics | 26 | 13 | 23 | 12 |
| Science | 27 | 6 | 14 | 12 |
| Social Science | 24 | 13 | 16 | 16 |

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 | 23 | 21 | 21 | 19 |
| Mathematics | 27 | 9 | 12 | 24 |
| Science | 30 | 3 | 8 | 20 |
| Social Science | 24 | 14 | 11 | 19 |

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 | 19 | 34 | 17 | 20 |
| Mathematics | 22 | 19 | 18 | 16 |
| Science | 21 | 16 | 9 | 17 |
| Social Science | 18 | 32 | 12 | 20 |

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 | 322.05 |

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) | 3.9 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.6 |

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 | \$7,369 | \$1,361 | 6,008 | \$70,863 |
| District | N/A | N/A | \$5,707 | \$73,100 |
| Percent Difference - School Site and District | N/A | N/A | 5.1 | -3.1 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | -9.3 | -15.9 |

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

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 | \$47,505 | \$52,478 |
| Mid-Range Teacher Salary | \$67,644 | \$80,810 |
| Highest Teacher Salary | \$96,876 | \$101,276 |
| Average Principal Salary (Elementary) | \$110,190 | \$127,080 |
| Average Principal Salary (Middle) | \$115,533 | \$134,264 |
| Average Principal Salary (High) | \$127,448 | \$147,200 |
| Superintendent Salary | \$246,598 | \$242,351 |
| Percent of Budget for Teacher Salaries | 33% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 19.4 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 4 |
| Foreign Language | 4 |
| Mathematics | 1 |
| Science | 3 |
| Social Science | 5 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 21 |

Professional Development

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

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

Universal Design for Learning, TK-12

Ethnic Studies, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

Early Literacy TK-3

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 | 0 | 0 | 0 |