



# Woodland Senior High School

21 North West St. • Woodland, CA 95695-2611 • (530) 662-4678 • Grades 9-12

Peter Lambert, Principal  
peter.lambert@wjusd.org

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



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Jake Whitaker, President

Rogelio Villagrana, Vice President

Deborah Bautista Zavala, Clerk

Morgan Childers

Kandice Richardson Fowler

Bibiana Garcia

Noel J. Rodriguez

#### District Administration

Thomas Pritchard  
Superintendent

Elodia Ortega-Lampkin  
Associate Superintendent  
Educational Services

Lewis Wiley, Jr.  
Associate Superintendent  
Business Services

Leanee Medina Estrada  
Assistant Superintendent  
Human Resource Services

### School Description

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, Clothing, Computers, Drafting, Drama, Home Economics, Journalism, Music, Science, Social Science, Welding, Wood Technology, Construction, Engineering, and World Languages (French and Spanish).

When 9th grade students enter Woodland High School they are separated into 9th Grade Academies. These Smaller Learning Communities (SLC) were developed eight years ago to reduce the transition anxiety that middle school students can feel as they transition to the high school. Each Academy is led by a teacher leader that coordinates the case management of students. Teachers within each Academy share a common prep time in order to collaborate frequently around the needs of their students. By sharing a cohort of students, the larger high school environment becomes personalized. Four years ago we implemented four SLCs for students in grades 10-12: Arts & Communication, Engineering & Industrial Technology, Public Service and Science & Natural Resources. Our vision is to continue developing career pathways in each SLC that will provide students with specialized course offerings that will prepare students for their long term career goals. The successful model of our 9th Grade Academies serves as a guide for how we plan to refine the SLCs to personalize the educational experience of our students. For those students expressing an early interest in pursuing a major or career in Agriculture, there is an Agriculture and Environmental Science Academy embedded in the School of Science and Natural Resources.

### 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 56,000 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 9,636 students in the 2019-20 school year.

The school operates on a traditional calendar, and during the 2019-20 school year 1,325 students were enrolled in grades nine through twelve. Students are enrolled in a seven period day with an alternating week block schedule.

## About the SARC

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

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

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	356
Grade 10	332
Grade 11	316
Grade 12	306
<b>Total Enrollment</b>	<b>1,310</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.8
Asian	2.7
Filipino	0.3
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.5
White	20.4
Two or More Races	2.1
Socioeconomically Disadvantaged	63.1
English Learners	9.4
Students with Disabilities	13.3
Foster Youth	0.7
Homeless	1.5

## 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

Teacher Credentials for Woodland Senior High	18-19	19-20	20-21
With Full Credential	57	58	57
Without Full Credential	5	2	4
Teaching Outside Subject Area of Competence	5	1	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Woodland Senior High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>StudySync, McGraw-Hill (2017) Adopted 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Mathematics	<p>Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Science	<p>Benjamin Cummings Adopted 2002</p> <p>Glencoe Adopted 2004</p> <p>Holt, Rinehart &amp; Winston Adopted 2001</p> <p>Houghton Mifflin Adopted 2000</p> <p>Prentice Hall Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
History-Social Science	<p>Glencoe / McGraw Hill Adopted 2000</p> <p>McDougal Littell Adopted 2000</p> <p>Prentice Hall Adopted 2006</p> <p>Pearson Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Foreign Language	<p>Vista Higher Learning (Spanish) Senderos 1, Senderos2, Senderos 3, Senderos 4, Temas, Galeria 1, and Galeria 2 Adopted 2019</p> <p>Vista Higher Learning (French) Daccord Adopted 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health Connected: Teen Talk Adopted 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

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 October 21, 2020.

#### 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.

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

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

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

**Year and month in which data were collected: 10/21/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Kitchen: 4: (D) Floor tiles are missing damaged, or loose. Under sink in prep area. 7: (D) Lighting covers are missing, damaged, or loose. Research fixture style and replace all diffusers. (D) lighting fixture or bulbs are not working or missing. Work order 42649. Room 409: 4: (D) Walls have damage from cracks, tears, holes or water damage. Patch and paint where desks damage wall. Work order 42659. Room 511: 4: (D) Ceilings have damage. "Trim piece" that divides the room needs to be secured to ceiling. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines). Cable TV box is hanging off of wall, mount properly. Work order 42665. Room 514: 4: (D) Carpeting damaged or stained. Work order 43017 Tech Ed.:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		4: (D) Walls have damage from cracks, tears, holes or water damage. Patch and paint various hole and dents. Work order 42670.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Room 701 music: 7: (D) lighting fixture or bulbs are not working or missing, storage room also, work order 42647. Gymnasium: 7: (D) Lighting covers are missing, damaged, or loose. (D) lighting fixture or bulbs are not working or missing. Research light fixture and order new light diffusers. Work order 42648. Kitchen: 4: (D) Floor tiles are missing damaged, or loose. Under sink in prep area. 7: (D) Lighting covers are missing, damaged, or loose. Research fixture style and replace all diffusers. (D) lighting fixture or bulbs are not working or missing. Work order 42649. Room 1005: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Wiremold needs cover. (D) lighting fixture or bulbs are not working or missing. Work order 42650. Room 1011: 7: (D) lighting fixture or bulbs are not working or missing, work order 42652. Room 204: 7: (D) Electrical appliances are too close to water source. Outlet by sink needs to be GFI (verify or replace). (D) lighting fixture or bulbs are not working or missing. Work order 42653. Room 205: 7: (D) Electrical appliances are too close to water source. Outlet by sink needs to be GFI (verify or replace), work order 42654. Room 211: 7: (D) Electrical appliances are too close to water source. Outlet by sink needs to be GFI (verify or replace), work order 42655. Room 302: 7: (D) Electrical components are damaged or not functioning properly. Unused Wiremold needs to be removed and wall patched/painted, work order 42656. Room 306: 7: (D) lighting fixture or bulbs are not working or missing (10+), work order 42657.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 402: 7: (D) lighting fixture or bulbs are not working or missing, work order 42658. Room 413: 7: (D) lighting fixture or bulbs are not working or missing, work order 42660. Room 424: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Replace outlet cover by door. 15: (D) Locks and other security hardware are not functioning properly. Door does not latch properly. Work order 42661. Room 506: 7: (D) lighting fixture or bulbs are not working or missing, work order 42663. Room 511: 4: (D) Ceilings have damage. "Trim piece" that divides the room needs to be secured to ceiling. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines). Cable TV box is hanging off of wall, mount properly. Work order 42665. Room 702 : 7: (D) lighting fixture or bulbs are not working or missing, work order 42666. Room 801: 7: (D) lighting fixture or bulbs are not working or missing, work order 42667. Room 901: 7: (D) lighting fixture or bulbs are not working or missing, work order 42668. Room 902: 7: (D) lighting fixture or bulbs are not working or missing, work order 42669.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 426: 9: (D) Sink/fountain fixture is loose. Eye wash station either needs to be repaired or removed if not needed. Work order 42662.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 1008: 15: (D) Loose or sticky door locks and latches. Door stop needs to be replaced. Work order 42651. Room 424: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Replace outlet cover by door. 15: (D) Locks and other security hardware are not functioning properly. Door does not latch properly. Work order 42661. Room 509:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		15: (D) Door hits on ramp, does not open easily, work order 42664.
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	58	N/A	43	N/A	50	N/A
Math	15	N/A	28	N/A	39	N/A

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

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

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

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

### CAASPP Test Results in Science for All Students

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

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	23	N/A	30	N/A

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

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

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, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Padres Unidos 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. 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 with three computer labs, 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).

**State Priority: School Climate**

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

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

**School Safety Plan**

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

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 last approved the school safety plan on February 25, 2020.

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.

**Suspensions and Expulsions**

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.5	5.9	6.0	5.7	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

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

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

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

**D. Other SARC Information**

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

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

Title	Ratio
Academic Counselor*	291.1

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.5

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

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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	17	22	16	22	22	25	15	25	18	16	21
Mathematics	27	8	21	16	24	15	33	4	26	13	23	12
Science	26	10	13	11	25	10	11	13	27	6	14	12
Social Science	25	12	16	15	23	16	16	15	24	13	16	16

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

### Professional Development (Most Recent Three Years)

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

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 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:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,126	\$1,469	\$6,657	\$68,071
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.1	-1.1
School Site/ State	-15.2	-15.1

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

**Types of Services Funded**

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Woodland Senior High School	2016-17	2017-18	2018-19
Dropout Rate	5.8	1.7	0.9
Graduation Rate	88.8	93.5	94.3

Rate for Woodland Joint Unified	2016-17	2017-18	2018-19
Dropout Rate	5.7	5.3	4.3
Graduation Rate	88.3	89.6	92.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	689
% of pupils completing a CTE program and earning a high school diploma	56.8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	49.67

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	8	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All courses	23	22.2

\*Where there are student course enrollments of at least one student.

### **Career Technical Education Programs**

Woodland High School offers CTE pathways in 6 industry sectors (Agriculture & Natural Resources; Building & Construction Trades; Education, Child Development & Family Services; Hospitality, Tourism & Recreation; Manufacturing & Product Development; and Transportation) that are aligned to the CTE model curriculum standards. Each pathway integrates rigorous academics, technical 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 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.

### **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.