



# Pioneer High School

1400 Pioneer Ave • Woodland, CA 95776 • (530) 662-1148 • Grades 9-12

Sandra Reese, Principal

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<http://www.phs.wjUSD.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
[www.wjUSD.org](http://www.wjUSD.org)

#### District Governing Board

Morgan Childers, President

Jake Whitaker, Vice President

Teresa Guerrero, Clerk

Deborah Bautista Zavala

Debbie Decker

Karen Rosenkilde-Bayne

Rogelio Villagrana

#### 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

### Principal's Message

Our mission is to foster a dynamic, engaging and supportive educational environment that promotes knowledge and skills for college and career. Pioneer High School is one of two comprehensive high schools in the Woodland Joint Unified School District. Pioneer is located on the east side of Woodland, a community with a diverse range of incomes, educational skills, ethnicity, and socioeconomic backgrounds.

### Community and District 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 9,782 students in the 2018-2019 school year.

Pioneer High School offers a full, comprehensive high school curriculum. The school opened its doors for the first time during the 2003-04 school year. Pioneer High School operates on a traditional calendar, and during the 2018-2019 school year, 1,544 students were enrolled in grades nine through twelve.

### School Mission Statement

We ensure that all students develop and demonstrate the skills necessary for success during and beyond high school. This is achieved through building positive relationships, valuing diversity, maintaining high academic and behavior expectations, and providing relevant, engaging learning opportunities in a safe environment.

### School Vision Statement

The collective staff at Pioneer High School is committed to creating and maintaining a collaborative school culture that encourages and supports the academic, social and emotional growth of all students.

## 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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	428
Grade 10	386
Grade 11	380
Grade 12	350
<b>Total Enrollment</b>	<b>1,544</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	7.2
Filipino	1.4
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.6
White	18.8
Two or More Races	2.4
Socioeconomically Disadvantaged	59
English Learners	10
Students with Disabilities	9.4
Foster Youth	0.4
Homeless	0.3

## 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 Pioneer High School	17-18	18-19	19-20
With Full Credential	73	67	66
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	♦	♦	413
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Pioneer High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 2019, regarding textbooks in use during the 2019-2020 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt, Rinehart, & Winston Literature & Language Arts Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Benjamin Cummings Adopted 2002  Glencoe Adopted 2004  Holt, Rinehart & Winston Adopted 2001  Houghton Mifflin Adopted 2000  Prentice Hall Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Glencoe/McGraw Hill Adopted 2000  McDougall Littell Adopted 2000  Prentice Hall Adopted 2006  Pearson Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Glencoe / McGraw Hill Adopted 2005  Heinle & Heinle Adopted 2005  Holt, Rinehart & Winston Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	Glencoe Adopted 2006  <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)

Pioneer High School, originally constructed in 2002, offers a safe and secure campus for students, staff, and visitors. With the completion of the new Career Technical Education (CTE) building in January, 2010, the school is now comprised of 72 classrooms (70 classrooms, one wet lab and one industrial workshop), one library, one computer lab, one multipurpose room, one gymnasium and one staff room. Facility information is current as of October 2, 2019.

#### 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) Year and month in which data were collected: 10/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Room V05: 3: (D) Sewer stoppage exists in the sink. 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 5: Sinks, dispensers, and surfaces excessively dirty. Work Order 38835
<b>Interior:</b> Interior Surfaces	Poor	Administration: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage located in the conference room . Boys Locker Room: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Boys Restroom: 4: (D) Walls have damage from cracks, tears, holes or water damage the wall in the ada stall appears to be buckling . Cafeteria: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Girls Restroom:  4: (D) Ceilings have damage from cracks, tears, holes, or water damage  Room C204:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing  Room C304:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing  Room C504:  4: (D) Walls have damage from cracks, tears, holes or water damage located behind the door.  Room D106:  4: (D) Walls have damage from cracks, tears, holes or water damage. Holes from an old TV mount. The walls have been painted with art work.  7: (D) Improper usage of extension cords or extension cord trip hazard  Room D205:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing in multiple fixtures.  11: (D) Aerosols found (no aerosols are allowed) spray paint in classroom .  Room S103:  4: (D) Walls have damage from cracks, tears, holes or water damage. Holes from an old TV mount.  Room S107:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing  Room V05:  3: (D) Sewer stoppage exists in the sink.  4: (D) Ceiling tiles are stained  (D) Ceiling tiles missing, damaged or loose  5: Sinks, dispensers, and surfaces excessively dirty.  Work Orders 38298, 38299, 38300, 38302, 38303, 38304, 38306, 38307, 38308, 38309, 38829, 38830, 38833, 38834, and 38835</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Boys Locker Room: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting fixture or bulbs are not working or missing Room B07: 7: (D) Lighting fixture or bulbs are not working or missing Room C204: 4: (D) Ceiling tiles are stained 7: (D) Lighting fixture or bulbs are not working or missing Room C304: 4: (D) Ceiling tiles are stained

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>7: (D) Lighting fixture or bulbs are not working or missing  Room D106:  4: (D) Walls have damage from cracks, tears, holes or water damage. Holes from an old TV mount. The walls have been painted with art work.  7: (D) Improper usage of extension cords or extension cord trip hazard  Room D205:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing in multiple fixtures.  11: (D) Aerosols found (no aerosols are allowed) spray paint in classroom .  Room D405:  7: (D) Improper usage of extension cords or extension cord trip hazard, refrigerator and microwave plugged into an extension cord.  Room S107:  4: (D) Ceiling tiles are stained  7: (D) Lighting fixture or bulbs are not working or missing  Staff Restroom:  7: (D) Lighting fixture or bulbs are not working or missing above the sink.  Work Orders 38299, 38305, 38306, 38307, 38309, 38829, 38830, 38831, 38834, and 38836</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<p style="text-align: center;">Good</p>	Boys Restroom: 9: (D) Sink/fountain is not working correctly Work Order 38300
<b>Safety:</b> Fire Safety, Hazardous Materials	<p style="text-align: center;">Good</p>	Room D205: 4: (D) Ceiling tiles are stained 7: (D) Lighting fixture or bulbs are not working or missing in multiple fixtures. 11: (D) Aerosols found (no aerosols are allowed) spray paint in classroom . Room H106: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Work Orders 38829, 38830, and 38832
<b>Structural:</b> Structural Damage, Roofs	<p style="text-align: center;">Good</p>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<p style="text-align: center;">Good</p>	
<b>Overall Rating</b>	<p style="text-align: center;"><b>Fair</b></p>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	65	40	43	50	50
Math	27	23	29	28	38	39

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 Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	23.1	22.6	20.1

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	353	340	96.32	65.29
Male	168	159	94.64	57.23
Female	185	181	97.84	72.38
Black or African American	--	--	--	--
Asian	28	26	92.86	73.08
Filipino	--	--	--	--
Hispanic or Latino	231	224	96.97	59.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	68	95.77	79.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	189	95.45	57.14
English Learners	56	47	83.93	17.02
Students with Disabilities	29	27	93.10	22.22
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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



**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	353	343	97.17	23.03
Male	168	163	97.02	22.09
Female	185	180	97.30	23.89
Black or African American	--	--	--	--
Asian	28	28	100.00	17.86
Filipino	--	--	--	--
Hispanic or Latino	231	227	98.27	18.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	66	92.96	39.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	193	97.47	16.06
English Learners	56	53	94.64	0.00
Students with Disabilities	29	27	93.10	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

### 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 (School Year 2019-20)

The school district benefits from extensive support from parents and community members. Pioneer High School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Agricultural Advisory, athletic boosters, and School Site Council membership. Pioneer High School also benefits from partnerships with local businesses, Kiwanis, Lions, and Rotary. Parents also participate in the WASC (Western Association of Schools and Colleges) accreditation process.

#### Contact Information

Parents who wish to participate in Pioneer High School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 406-1148. The district's Web site ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students and community members. 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 and campus supervisors. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Pioneer High School's Site Safety Plan is reviewed each year by our School Safety Team, Department Chairs and school staff; and revised each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. This past year, the school received new emergency protocol flip charts to be placed in each classroom. The Safety Plan now reflects what to do for each emergency situation.

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 biannual fire evacuations, 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 safety plan was last reviewed with Site Council in November 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.9	9.3	8.6
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	395.9

\* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	0
Nurse	.6
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	2.0

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	25	22	23	25	24	15	28	22	30	24	23
Mathematics	24	8	5	7	27	13	18	27	27	13	18	26
Science	25	9	7	16	24	11	9	14	23	13	5	19
Social Science	25	13	13	22	24	16	19	16	19	28	14	21

\* 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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,084
Mid-Range Teacher Salary	\$64,833	\$76,091
Highest Teacher Salary	\$91,792	\$95,728
Average Principal Salary (ES)	\$107,223	\$118,990
Average Principal Salary (MS)	\$112,421	\$125,674
Average Principal Salary (HS)	\$124,016	\$137,589
Superintendent Salary	\$224,180	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

\* 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/).

**Types of Services Funded**

Woodland Joint Unified School District spent an average of \$9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, 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

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

Rate for Pioneer High School	2015-16	2016-17	2017-18
Dropout Rate	5.1	1.7	3.4
Graduation Rate	94.3	93.9	92.4

Rate for Woodland Joint Unified	2015-16	2016-17	2017-18
Dropout Rate	6.5	5.7	5.3
Graduation Rate	90.9	88.3	89.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	1117
% of pupils completing a CTE program and earning a high school diploma	3.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,614	\$807	\$5,807	\$69,739
District	N/A	N/A	\$7,609	\$69,150.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.9	-2.3
School Site/ State	-15.7	-14.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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	99.94
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.2

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	5	N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	7	N/A
All courses	31	29.5

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

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

### **Career Technical Education Programs**

Pioneer High School offers CTE pathways in 3 industry sectors (Agriculture & Natural Resources; Hospitality, Tourism & Recreation; and Information & Communication Technologies) 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).

### **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.