Woodland Senior High School

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Woodland Joint Unified School District
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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.

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 and ETS. We are committed to increasing our number of college and career ready graduates. Our extra-curricular activities include athletics in fifteen sports, yearbook, over 20 clubs, and study halls. We are grateful for another five year renewal of our After School Safety and Enrichment for Teens (ASSETs) grant. These funds are utilized to provide intervention and enrichment services to our students outside of the regular school day. The variety of services we provided for the past five years (i.e. after school clubs, community partnerships, community service opportunities, summer field trips, vacation intervention boot camps) demonstrated to the state that we are effectively supporting our students outside of the school day and the funds have been provided again.

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 six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and serves more than 10,550 students.

The school operates on a traditional calendar, and during the 2017-18 school year about 1,296 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	346
Grade 10	352
Grade 11	327
Grade 12	267
Ungraded Secondary	4
Total Enrollment	1,296

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	3.2
Filipino	0.4
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	0.2
White	25.6
Two or More Races	0.9
Socioeconomically Disadvantaged	63.7
English Learners	10.5
Students with Disabilities	11.2
Foster Youth	0.5

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			
Woodland Senior High School	**15-16**	**16-17**	**17-18**
With Full Credential	60	57	67
Without Full Credential	4	1	2
Teaching Outside Subject Area of Competence	2	1	2
Woodland Joint Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Woodland Senior High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	69
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 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 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt, Rinehart & Winston Adopted 2002 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Mathematics	Big Ideas, Houghton Mifflin Adopted 2016 Thompson Adopted 2000 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Science	Benjamin Cummings Adopted 2002 Glencoe Adopted 2004 Holt, Rinehart & Winston Adopted 2001 Houghton Mifflin Adopted 2000 Prentice Hall Adopted 2001 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
History-Social Science	Glencoe / McGraw Hill Adopted 2000 McDougal Littell Adopted 2000 Prentice Hall Adopted 2006 Pearson Adopted 2008 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Foreign Language	Glencoe / McGraw Hill Adopted 2005 Heinle & Heinle Adotped 2006 Holt, Rinehart & Winston Adopted 2005

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0.0%
Health	Glencoe Adopted 2006
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 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 12, 2017.

Cleaning Process
The Principal works daily with a full-time custodial staff of seven and a grounds keeper to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	500's Boys RR: 500's Girls RR: 700's/ LT Mens RR: Commons Boys RR: floor need to be stripped, dirty sinks
Interior: Interior Surfaces			X	516: 4: (D) Flooring has damage from cracks, tears, holes, or water damage girls restroom 5: (D) Flooring is excessively dirty/stained restrooms (D) Horizontal surfaces are excessively dusty/dirty restrooms 7: (D) Electrical components are damaged or missing (X) Exposed electrical wires with voltage present 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels 10: (D) Fire extinguisher is missing Ag. Room: 4: Filthy unorganized, oil spilled on floor Storage cluttered unsafe 5: (D) Flooring is excessively dirty/stained oil spill (D) Areas evaluated have accumulated refuse, dirt, and grime (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Electrical panel blocked 11: (X) Hazardous chemicals and flammable materials are not stored properly (D)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Compressed gas cylinders are free-standing or otherwise (D) Aerosols found (no aerosols are allowed)
Metal Shop: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing (D) Lighting covers are missing, damaged, or loose 9: (D) Sink/fountain is dirty
Room 1001: 4: Light lenses are stained and dirty 5: Outside entry filthy gum everywhere 8: (D) Restrooms are not stocked with supplies such as toilet paper, soap, (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is not working 9: (D) Sink/fountain is dirty 15: Door doesn't latch
Room 1005: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose
Room 1006: 4: (D) Ceiling tiles are stained 7: (D) Electrical outlet covers or light switch covers are damaged or missing 15: Doors not latching (D) Locks and other security hardware are not functioning properly
Room 1007: 2: Lots of back pressure affecting door closers 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose
Room 1009: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing Clock has exposed wires
Room 1010: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Electrical outlet covers or light switch covers are damaged or missing
Room 1011: 4: (D) Ceiling tiles are stained Rubber base missing 7: (D) Lighting covers are missing, damaged, or loose (D) Electrical outlet covers or light switch covers are damaged or missing
Room 1012: 4: (D) Ceiling tiles missing, damaged (D) Ceiling tiles are stained 7: (D) Electrical outlet covers or light switch covers are damaged or missing
Room 1013: 2: (X) Air conditioning system is not working 4: (D) Floor tiles are missing damaged, or loose (D) Ceiling tiles missing, damaged or loose 10: Fire extinguisher cabinet door damaged outside classroom
Room 401: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose
Room 404: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 405: 4: Edges of flooring filthy 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 409: 4: Ceiling tiles not installed correctly 7: (D) lighting fixture or bulbs are not working or missing Room 410: 4: (D) Ceiling tiles are stained (D) Floor tiles are missing damaged, or loose 7: (D) lighting fixture or bulbs are not working or missing Room 411: 4: (D) Ceiling tiles are stained Light lenses filthy 7: (D) lighting fixture or bulbs are not working or missing Room 412: 4: Light lenses dirty 5: Edges of floor not clean 7: (D) lighting fixture or bulbs are not working or missing Room 421: 4: (D) Ceiling tiles are stained in Restroom (D) Carpeting damaged or stained 5: Lots of junk (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: Toilet running Room 424: 4: Lenses and ceiling filthy 9: (D) Sink/fountain is filled with refuse (D) Sink/fountain is damaged Room 425: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty Room 501: 4: (D) Ceiling tiles are stained (D) Flooring has damage from cracks, tears, holes, or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 9: (D) Sink/fountain is not working Room 502: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained Light. Lenses filthy 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: (D) Sink/fountain is not working (D) Sink/fountain is dirty Room 503: 4: (D) Ceiling tiles missing, damaged or loose Floor is filthy 5: (D) Unsecured items are stored too high (D) Flooring is excessively dirty/stained (D) Areas evaluated have accumulated refuse (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 505: 4: (D) Plaster or paint is damaged 5: (D) Unsecured items are stored too high (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged 15: (D) Doors are broken, damaged, or missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				(D) Locks and other security hardware are not functioning properly Room 509: 4: Ceiling tiles painted (D) Walls have damage from cracks, tears, holes or water damage 9: Sink faucet missing Room 510: 4: (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing 9: Sink and faucet missing Room 511: 4: Rubber base falling off 7: (D) lighting fixture or bulbs are not working or missing Room 512: 4: Rubber base falling off 7: Power cords? (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 513: 4: (D) Walls have damage from cracks, tears, holes or water damage Room 514: 4: (D) Carpeting damaged or stained needs replacing Room 901: 4: (D) Ceiling tiles missing, damaged or loose 5: Hallways waxed over dirt 8: Light covers missing Lights not working Exterior halls waxed over dirt 9: (D) Sink/fountain is dirty Room 903: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose (D) lighting fixture or bulbs are not working or missing Room 906: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Room 910: 4: (D) Flooring has damage from cracks, tears, holes, or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	516: 4: (D) Flooring has damage from cracks, tears, holes, or water damage girls restroom 5: (D) Flooring is excessively dirty/stained restrooms (D) Horizontal surfaces are excessively dusty/dirty restrooms 7: (D) Electrical components are damaged or missing (X) Exposed electrical wires with voltage present 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels 10: (D) Fire extinguisher is missing Administration: 5: Overall cleanliness is poor, gum everywhere, cob webs, dirty bldg exteriors need pressure wash 7: (D) Electrical outlet covers or light switch covers are damaged or missing exterior

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				outside of back single door 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged
				Ag. Room: 4: Filthy unorganized, oil spilled on floor Storage cluttered unsafe 5: (D) Flooring is excessively dirty/stained oil spill (D) Areas evaluated have accumulated refuse, dirt, and grime (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Electrical panel blocked 11: (X) Hazardous chemicals and flammable materials are not stored properly (D) Compressed gas cylinders are free-standing or otherwise (D) Aerosols found (no aerosols are allowed)
				Room 1001: 4: Light lenses are stained and dirty 5: Outside entry filthy gum everywhere 8: (D) Restrooms are not stocked with supplies such as toilet paper, soap, (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is not working 9: (D) Sink/fountain is dirty 15: Door doesn't latch
				Room 412: 4: Light lenses dirty 5: Edges of floor not clean 7: (D) lighting fixture or bulbs are not working or missing
				Room 413: 5: Gum everywhere (D) Areas evaluated have accumulated refuse, dirt, and grime 7: Light switches wired incorrectly (D) Electrical components are damaged or not functioning properly 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Stalls are not properly attached to walls or floors
				Room 421: 4: (D) Ceiling tiles are stained in Restroom (D) Carpeting damaged or stained 5: Lots of junk (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: Toilet running
				Room 423: 5: All portables need paint
				Room 425: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty
				Room 427: 5: (D) Unsecured items are stored too high 9: (D) Sink/fountain is dirty (D) Sink/fountain is clogged
				Room 502: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained Light. Lenses filthy 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: (D) Sink/fountain is not working (D) Sink/fountain is dirty

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				Room 503: 4: (D) Ceiling tiles missing, damaged or loose Floor is filthy 5: (D) Unsecured items are stored too high (D) Flooring is excessively dirty/stained (D) Areas evaluated have accumulated refuse (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 505: 4: (D) Plaster or paint is damaged 5: (D) Unsecured items are stored too high (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged 15: (D) Doors are broken, damaged, or missing (D) Locks and other security hardware are not functioning properly Room 901: 4: (D) Ceiling tiles missing, damaged or loose 5: Hallways waxed over dirt 8: Light covers missing Lights not working Exterior halls waxed over dirt 9: (D) Sink/fountain is dirty Tech Ed.: 5: (D) Cluttered classroom or storerooms 7: Power from ceiling not to code not safe (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is damaged, broken, or clogged Graffiti in Restroom
Electrical: Electrical			X	Administration: 5: Overall cleanliness is poor, gum everywhere, cob webs, dirty bldg exteriors need pressure wash 7: (D) Electrical outlet covers or light switch covers are damaged or missing exterior outside of back single door 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged Ag. Room: 4: Filthy unorganized, oil spilled on floor Storage cluttered unsafe 5: (D) Flooring is excessively dirty/stained oil spill (D) Areas evaluated have accumulated refuse, dirt, and grime (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Electrical panel blocked 11: (X) Hazardous chemicals and flammable materials are not stored properly (D) Compressed gas cylinders are free-standing or otherwise (D) Aerosols found (no aerosols are allowed) Metal Shop: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing (D)

| School Facility Good Repair Status (Most Recent Year) |
| Year and month in which data were collected: October 2017 |

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Lighting covers are missing, damaged, or loose 9: (D) Sink/fountain is dirty Room 1002: 7: (D) lighting fixture or bulbs are not working or missing Room 1003: 7: (D) lighting fixture or bulbs are not working or missing Room 1004: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 1006: 4: (D) Ceiling tiles are stained 7: (D) Electrical outlet covers or light switch covers are damaged or missing 15: Doors not latching (D) Locks and other security hardware are not functioning properly Room 1007: 2: Lots of back pressure affecting door closers 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose Room 1009: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing Clock has exposed wires Room 1010: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 1011: 4: (D) Ceiling tiles are stained Rubber base missing 7: (D) Lighting covers are missing, damaged, or loose (D) Electrical outlet covers or light switch covers are damaged or missing Room 1012: 4: (D) Ceiling tiles missing, damaged (D) Ceiling tiles are stained 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 401: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose Room 402: 7: (D) lighting fixture or bulbs are not working or missing Room 404: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Room 405: 4: Edges of flooring filthy 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 406: 7: (D) Electrical outlet covers or light switch covers are damaged or missing (D) lighting fixture or bulbs are not working or missing Room 407: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 409: 4: Ceiling tiles not installed correctly 7: (D) lighting fixture or bulbs are not working or missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 410: 4: (D) Ceiling tiles are stained (D) Floor tiles are missing damaged, or loose 7: (D) lighting fixture or bulbs are not working or missing Room 411: 4: (D) Ceiling tiles are stained Light lenses filthy 7: (D) lighting fixture or bulbs are not working or missing Room 412: 4: Light lenses dirty 5: Edges of floor not clean 7: (D) lighting fixture or bulbs are not working or missing Room 413: 5: Gum everywhere (D) Areas evaluated have accumulated refuse, dirt, and grime 7: Light switches wired incorrectly (D) Electrical components are damaged or not functioning properly 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Stalls are not properly attached to walls or floors Room 425: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty Room 426: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged Room 501: 4: (D) Ceiling tiles are stained (D) Flooring has damage from cracks, tears, holes, or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 9: (D) Sink/fountain is not working Room 503: 4: (D) Ceiling tiles missing, damaged or loose Floor is filthy 5: (D) Unsecured items are stored too high (D) Flooring is excessively dirty/stained (D) Areas evaluated have accumulated refuse (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 505: 4: (D) Plaster or paint is damaged 5: (D) Unsecured items are stored too high (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged 15: (D) Doors are broken, damaged, or missing (D) Locks and other security hardware are not functioning properly Room 510: 4: (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing 9: Sink and faucet missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 511: 4: Rubber base falling off 7: (D) lighting fixture or bulbs are not working or missing Room 512: 4: Rubber base falling off 7: Power cords? (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 902: 7: (D) lighting fixture or bulbs are not working or missing Room 903: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose (D) lighting fixture or bulbs are not working or missing Room 905: 7: (D) lighting fixture or bulbs are not working or missing Room 906: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Room 908: 7: (D) lighting fixture or bulbs are not working or missing Room 910: 4: (D) Flooring has damage from cracks, tears, holes, or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 911: 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing Tech Ed.: 5: (D) Cluttered classroom or storerooms 7: Power from ceiling not to code not safe (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is damaged, broken, or clogged Graffiti in Restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	516: 4: (D) Flooring has damage from cracks, tears, holes, or water damage girls restroom 5: (D) Flooring is excessively dirty/stained restrooms (D) Horizontal surfaces are excessively dusty/dirty restrooms 7: (D) Electrical components are damaged or missing (X) Exposed electrical wires with voltage present 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels 10: (D) Fire extinguisher is missing Administration: 5: Overall cleanliness is poor, gum everywhere, cob webs, dirty bldg exteriors need pressure wash 7: (D) Electrical outlet covers or light switch covers are damaged or missing exterior outside of back single door 9: (D)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				Sink/fountain is dirty (D) Sink/fountain is damaged Metal Shop: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing (D) Lighting covers are missing, damaged, or loose 9: (D) Sink/fountain is dirty Room 1001: 4: Light lenses are stained and dirty 5: Outside entry filthy gum everywhere 8: (D) Restrooms are not stocked with supplies such as toilet paper, soap, (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is not working 9: (D) Sink/fountain is dirty 15: Door doesn't latch Room 413: 5: Gum everywhere (D) Areas evaluated have accumulated refuse, dirt, and grime 7: Light switches wired incorrectly (D) Electrical components are damaged or not functioning properly 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Stalls are not properly attached to walls or floors Room 421: 4: (D) Ceiling tiles are stained in Restroom (D) Carpeting damaged or stained 5: Lots of junk (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: Toilet running Room 424: 4: Lenses and ceiling filthy 9: (D) Sink/fountain is filled with refuse (D) Sink/fountain is damaged Room 425: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged (D) Sink/fountain is dirty Room 426: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged Room 427: 5: (D) Unsecured items are stored too high 9: (D) Sink/fountain is dirty (D) Sink/fountain is clogged Room 501: 4: (D) Ceiling tiles are stained (D) Flooring has damage from cracks, tears, holes, or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 9: (D) Sink/fountain is not working Room 502: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained Light. Lenses filthy 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 9: (D) Sink/fountain is not working (D) Sink/fountain is dirty Room 505: 4: (D) Plaster or paint is damaged 5: (D) Unsecured items are

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				stored too high (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged 15: (D) Doors are broken, damaged, or missing (D) Locks and other security hardware are not functioning properly Room 510: 4: (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing 9: Sink and faucet missing Room 901: 4: (D) Ceiling tiles missing, damaged or loose 5: Hallways waxed over dirt 8: Light covers missing Lights not working Exterior halls waxed over dirt 9: (D) Sink/fountain is dirty Tech Ed.: 5: (D) Cluttered classroom or storerooms 7: Power from ceiling not to code not safe (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is damaged, broken, or clogged Graffiti in Restroom
Safety: Fire Safety, Hazardous Materials			X	516: 4: (D) Flooring has damage from cracks, tears, holes, or water damage girls restroom 5: (D) Flooring is excessively dirty/stained restrooms (D) Horizontal surfaces are excessively dusty/dirty restrooms 7: (D) Electrical components are damaged or missing (X) Exposed electrical wires with voltage present 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels 10: (D) Fire extinguisher is missing Room 1013: 2: (X) Air conditioning system is not working 4: (D) Floor tiles are missing damaged, or loose (D) Ceiling tiles missing, damaged or loose 10: Fire extinguisher cabinet door damaged outside classroom
Structural: Structural Damage, Roofs	X			1002: 3 lamps out 900's Girls: Stadium: home and visitor bleachers walkways are a trip hazards
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 1001: 4: Light lenses are stained and dirty 5: Outside entry filthy gum everywhere 8: (D) Restrooms are not stocked with supplies such as toilet paper,

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
				soap, (D) Restrooms are dirty and not maintained regularly (D) Toilet/urinal/sink is not working 9: (D) Sink/fountain is dirty 15: Door doesn't latch Room 1006: 4: (D) Ceiling tiles are stained 7: (D) Electrical outlet covers or light switch covers are damaged or missing 15: Doors not latching (D) Locks and other security hardware are not functioning properly Room 505: 4: (D) Plaster or paint is damaged 5: (D) Unsecured items are stored too high (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Sink/fountain is dirty (D) Sink/fountain is damaged 15: (D) Doors are broken, damaged, or missing (D) Locks and other security hardware are not functioning properly

Overall Rating	Exemplary	Good	Fair	Poor	
				X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	39	38	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	17.8	24.2	22.9

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	45	52	40	38	48	48
Math	14	20	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	351	329	93.7	38.3
Male	189	177	93.7	41.2
Female	162	152	93.8	34.9
Hispanic or Latino	241	224	93.0	34.4
White	86	83	96.5	47.0
Socioeconomically Disadvantaged	251	233	92.8	33.5
English Learners	45	37	82.2	5.4
Students with Disabilities	34	33	97.1	21.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	299	286	95.65	51.58
Male	168	160	95.24	45.28
Female	131	126	96.18	59.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	193	96.5	49.74
White	78	73	93.59	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	188	96.91	45.99
English Learners	45	42	93.33	14.29
Students with Disabilities	25	22	88	14.29
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 2016-17 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	299	287	95.99	20.21
Male	168	161	95.83	21.12
Female	131	126	96.18	19.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	194	97	17.53
White	78	73	93.59	28.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	187	96.39	13.9
English Learners	45	42	93.33	4.76
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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.

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.

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 spring 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.

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			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	20.6	9.8	7.9
Expulsions Rate	0.0	0.1	0.3
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School
Number of Full-Time Equivalent (FTE)

Academic Counselor	3.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	

Average Number of Students per Staff Member	
Academic Counselor	363

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	25	26	24	18	17	20	15	13	20	27	28	19
Mathematics	28	23	20	7	9	7	14	8	6	15	10	4
Science	28	27	25	7	8	8	9	7	12	17	14	10
Social Science	27	26	24	8	12	13	10	2	19	21	28	13

* 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

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,475	$46,511
Mid-Range Teacher Salary	$62,310	$73,293
Highest Teacher Salary	$86,258	$92,082
Average Principal Salary (ES)	$106,757	$113,263
Average Principal Salary (MS)	$114,823	$120,172
Average Principal Salary (HS)	$121,527	$131,203
Superintendent Salary	$211,312	$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,745	$721	$5,024	$62,953
District	♦	♦	$4,126	$65,991
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			21.8	3.3
Percent Difference: School Site/ State			-6.1	-9.1

* Cells with ♦ do not require data.

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements).

- Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 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 GrantTitle ITitle II Title IIISpecial Ed-StateMedi-CalSmall Learning CommunitiesPartnership Academies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Woodland Senior High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7	3.8	5
Graduation Rate	90.1	93.16	94.04
Woodland Joint Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.7	5.8	6.5
Graduation Rate	88.86	90.42	90.92
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	816
% of pupils completing a CTE program and earning a high school diploma	14
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.64
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.5

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts	3	♦
Foreign Language	2	♦
Mathematics	1	♦
Science	2	♦
Social Science	3	♦
All courses	13	22.6

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	93.33	90.5	87.11
Black or African American	100	66.67	79.19
American Indian or Alaska Native	100	100	80.17
Asian	88.89	92.86	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.63	89.76	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	94.68	91.75	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	95.38	95.83	85.45
English Learners	52	60.27	55.44
Students with Disabilities	75	73.47	63.9
Foster Youth	100	80	68.19

Career Technical Education Programs

Woodland Joint Unified School District is a recipient of the Carl D. Perkins Grant. Funding is provided for the primary purpose of improving career and technical education programs and increasing participation in such programs at the secondary and post-secondary levels. Eric Dyer is the primary contacts for WJUSD's career technical committee.

Career Preparation Courses are offered on the Woodland High School and Pioneer High School campuses. The courses model CTE curriculum standards, reinforce skills, meet high school graduation requirements, or meet UC A-G entrance requirements. The chart below illustrates enrollment in the career preparation program at Woodland High.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.