

# Pioneer High School

## 2021 School Accountability Report Card



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

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Pioneer High School
<b>Street</b>	1400 Pioneer Ave
<b>City, State, Zip</b>	Woodland, CA 95776
<b>Phone Number</b>	(530) 662-1148
<b>Principal</b>	Sandra M. Reese
<b>Email Address</b>	Sandra.Reese@wjusd.org
<b>School Website</b>	<a href="https://phs.wjusd.org/">https://phs.wjusd.org/</a>
<b>County-District-School (CDS) Code</b>	57727100000000

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### 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 9,658 students in the 2020-21 school year.

Pioneer High School offers a full, comprehensive high school curriculum including courses designed to meet our Ethnic Studies requirement and several CTE pathway opportunities. 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 2020-21 school year, 1,618 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.

### Schoolwide Learner Outcomes

Pioneer High School supports the district's Graduate profile by incorporating outcomes around student who are (1) Critical

## 2021-22 School Overview

Thinkers & Problem Solvers; (2) Academically Literate Students; (3) Creative; (4) Communicators; (5) Civic-Minded & Culturally Aware; and (6) Responsible & Productive

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	470
Grade 10	405
Grade 11	395
Grade 12	348
<b>Total Enrollment</b>	<b>1,618</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.6
Asian	7.2
Black or African American	0.7
Filipino	1.9
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.5
White	18
English Learners	11.2
Foster Youth	0.4
Homeless	0.7
Socioeconomically Disadvantaged	52.1
Students with Disabilities	10.5

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2021, regarding textbooks in use during the 2021-2022 school year.

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016	Yes	0.0%
<b>Science</b>	Benjamin Cimmings Adopted 2002  Glencoe Adopted 2004  Hotl, Rinehart & Winston Adopted 2001  Houghton Mifflin Adopted 2000  Prentice Hall Adopted 2001	Yes	0.0%
<b>History-Social Science</b>	Glencoe/McGraw Hill Adopted 2000  McDougall Littell Adopted 2000  Prentice Hall Adopted 2006  Pearson Adopted 2008	Yes	0.0%

<b>Foreign Language</b>	Vista Higher Learning (Spanish) Senderos 1, Senderos2, Senderos 3, Senderos 4, Temas, Galeria 1, and Galeria 2 Adopted 2019	Yes	0.0%
	Vista Higher Learning (French) Daccord Adopted 2020		
<b>Health</b>	Health Connected: Teen Talk Adopted 2020	Yes	0.0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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 November 20, 2021.

### Cleaning Process

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

### Maintenance and Repair

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

**Year and month of the most recent FIT report**

11/20/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room S107: 2: (D) Problems with the HVAC system exist. Excessive noise coming from rooftop unit 5: (D) Flooring is excessively dirty/stained 7: (D) lighting fixture or bulbs are not working or missing. Replace ballast and bulbs Work Order 47015
<b>Interior:</b> Interior Surfaces	X			Administration: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing.

## School Facility Conditions and Planned Improvements

			<p>At least three light fixtures in common areas need to have ballasts replaced. Also one in Athletics office            Work Order 47002            Room A129:            4: (D) Walls have damage from cracks, tears, holes or water damage. By front door, repair wallcovering tear before it gets any worse            7: (D) lighting fixture or bulbs are not working or missing. Light out and others are flickering            Work Order 47006</p>
<p><b>Cleanliness:</b>            Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>Room C204:            5: (D) Flooring is excessively dirty/stained            Site Custodial Staff            Room D205:            5: (D) Horizontal surfaces are excessively dusty/dirty. More than 1/3 of wall space is covered with flammable material            (D) Flooring is excessively dirty/stained            7: (D) lighting fixture or bulbs are not working or missing. Replace burnt out blubs            Work Order 47012            Room H106:            5: (D) Flooring is excessively dirty/stained            7: (D) lighting fixtures or bulbs are not working or missing. Change florescent bulbs            Site Custodial Staff            Room S103:            5: (D) Flooring is excessively dirty/stained            (D) Cluttered classroom or storerooms            9: (D) Sink is not working. Teacher sink has a slow drip.            Work Order 47184            Room S107:            2: (D) Problems with the HVAC system exist. Excessive noise coming from rooftop unit            5: (D) Flooring is excessively dirty/stained            7: (D) lighting fixture or bulbs are not working or missing. Replace ballast and bulbs            Work Order 47015</p>
<p><b>Electrical</b></p>		X	<p>Administration:            4: (D) Ceiling tiles missing, damaged or loose            (D) Ceiling tiles are stained            7: (D) lighting fixture or bulbs are not working or missing.</p>

## School Facility Conditions and Planned Improvements

At least three light fixtures in common areas need to have ballasts replaced. Also one in Athletics office  
 Work Order 47002  
 Boys Locker Room:  
 7: (D) lighting fixture or bulbs are not working or missing. Retrofit all florescent light to LED  
 Work Order 47003  
 Cafeteria:  
 7: (D) Improper usage of extension cords. Investigate why extension cord goes in to drop ceiling (by TV)  
 Work Order 47004  
 Girls Restroom:  
 7: (D) lighting fixture or bulbs are not working or missing. Retrofit all florescent fixtures to LED  
 Work Order 47005  
 Room A129:  
 4: (D) Walls have damage from cracks, tears, holes or water damage. By front door, repair wallcovering tear before it gets any worse  
 7: (D) lighting fixture or bulbs are not working or missing. Light out and others are flickering  
 Work Order 47006  
 Room A133:  
 7: (D) Lighting covers are missing, damaged, or loose. In bathroom, missing cover. Research brand of fixture, obtain new cover, or replace entire fixture  
 (D) lighting fixture or bulbs are not working or missing. Some lights are flickering and not working at all  
 (D) Improper usage of extension cords or extension cord trip hazard. Provide surge protector with 8' cord  
 Work Order 47007  
 Room B07:  
 7: (D) lighting fixture or bulbs are not working or missing. Replace ballasts and burnt out bulbs as needed  
 Work Order 47008  
 Room C102:  
 7: (D) lighting fixture or bulbs are not working or missing. Replace burnt out bulbs  
 Work Order 47009  
 Room C504:

## School Facility Conditions and Planned Improvements

				<p>7: (D) lighting fixture or bulbs are not working or missing. Replace burnt out florescent bulbs Work Order 47010</p> <p>Room D106: 7: (D) Electrical components are damaged or not functioning properly. Outlets in the SE corner need to be installed properly. Currently they are hanging out of the wall Work Order 47011</p> <p>Room D205: 5: (D) Horizontal surfaces are excessively dusty/dirty. More than 1/3 of wall space is covered with flammable material (D) Flooring is excessively dirty/stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Replace burnt out blubs Work Order 47012</p> <p>Room D302: 7: (D) lighting fixture or bulbs are not working or missing. Replace burnt out bulbs Work Order 47013</p> <p>Room D405: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors. Provide surge protector with a 10' cord Work Order 47014</p> <p>Room H106: 5: (D) Flooring is excessively dirty/stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Change florescent bulbs Site Custodial Staff</p> <p>Room S107: 2: (D) Problems with the HVAC system exist. Excessive noise coming from rooftop unit</p> <p>5: (D) Flooring is excessively dirty/stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Replace ballast and bulbs Work Order 47015</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>Room S103: 5: (D) Flooring is excessively dirty/stained (D) Cluttered classroom or storerooms</p> <p>9: (D) Sink is not working. Teacher sink has a slow drip. Work Order 47184</p>
<b>Safety:</b>	X			

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	374	269	71.93	28.07	62.12
<b>Female</b>	208	155	74.52	25.48	66.89
<b>Male</b>	166	114	68.67	31.33	55.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	29	26	89.66	10.34	69.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	256	182	71.09	28.91	57.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	9	69.23	30.77	--
<b>White</b>	61	44	72.13	27.87	76.19
<b>English Learners</b>	36	25	69.44	30.56	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	31	24	77.42	22.58	50
<b>Socioeconomically Disadvantaged</b>	196	136	69.39	30.61	62.22
<b>Students Receiving Migrant Education Services</b>	12	10	83.33	16.67	--
<b>Students with Disabilities</b>	36	18	50	50	16.67

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	374	254	67.91	32.09	39.76
Female	208	142	68.27	31.73	37.41
Male	166	112	67.47	32.53	42.73
American Indian or Alaska Native	0	0	0	0	0
Asian	29	25	86.21	13.79	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	173	67.58	32.42	31.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	8	61.54	38.46	--
White	61	40	65.57	34.43	57.50
English Learners	36	23	63.89	36.11	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	31	21	67.74	32.26	28.57
Socioeconomically Disadvantaged	196	129	65.82	34.18	37.01
Students Receiving Migrant Education Services	12	8	66.67	33.33	--
Students with Disabilities	36	15	41.67	58.33	6.67

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	310	NT	NT	NT	NT
<b>Female</b>	173	NT	NT	NT	NT
<b>Male</b>	137	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	30	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	202	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	15	NT	NT	NT	NT
<b>White</b>	49	NT	NT	NT	NT
<b>English Learners</b>	21	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	24	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	95	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	11	NT	NT	NT	NT
<b>Students with Disabilities</b>	24	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Pioneer High School offers CTE pathways in 6 industry sectors (Agriculture & Natural Resources; Hospitality, Tourism & Recreation; Information & Communication Technologies; Arts, Media & Entertainment; and Health Science & Medical Technology) 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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	847
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.8

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	45.13

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

##### Parent Involvement

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. Pioneer was also represented in the Graduate Profile Committee during 2019-2020, and various district committees as the pandemic has permitted.

##### Student Involvement

Student voice is an important part of Pioneer High School's operation. Students have an important voice in decision-making. Site Council members are representative of the student body, closely involved with Student Government and other organizations and groups on campus. Students had extensive involvement in the development of the Site Plan for 2019-2020 and that input resulted in specific goals around increasing student social emotional support, reducing the amount of homework outside of school, and the increase/addition of supports for Newcomer students including both language and Social/Emotional/Trauma support. High School students were also involved in the Graduate Profile work for the district. In addition, students were involved in the development of the Action Plan development for our WASC Self-Study which also factored into and aligned with our Site Plan. Students identified connectedness to the school as an important part of student life in our student surveys. As a result of that identified need, students on the Site Council requested that we add support for clubs and sports as a part of the plan. During the 2020-21 school year, we formed the Student Advisory Council and that body provided input into the Site Plan as well as the school's Discipline policies and Student Handbook.

##### Contact Information

Parents or students 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)

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	4.0	3.1	1.8	4.3	3.3	6.0	9.0	8.9	9.4
<b>Graduation Rate</b>	93.7	94.7	96.0	92.3	91.8	92.5	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	327	314	96.0
<b>Female</b>	180	177	98.3
<b>Male</b>	147	137	93.2
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	32	32	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	209	202	96.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	13	13	100.0
<b>White</b>	55	51	92.7
<b>English Learners</b>	32	26	81.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	212	203	95.8
<b>Students Receiving Migrant Education Services</b>	16	14	87.5
<b>Students with Disabilities</b>	32	25	78.1

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1662	1643	64	3.9
Female	844	838	27	3.2
Male	818	805	37	4.6
American Indian or Alaska Native	10	9	0	0.0
Asian	117	117	2	1.7
Black or African American	13	13	1	7.7
Filipino	30	30	1	3.3
Hispanic or Latino	1140	1127	53	4.7
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	41	41	1	2.4
White	301	296	4	1.4
English Learners	196	190	18	9.5
Foster Youth	8	8	3	37.5
Homeless	14	14	4	28.6
Socioeconomically Disadvantaged	898	883	50	5.7
Students Receiving Migrant Education Services	51	50	3	6.0
Students with Disabilities	184	180	16	8.9

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	8.63	0.42	5.67	0.21	3.47	0.20
<b>Expulsions</b>	0.13	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.63	4.16	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.42	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.86	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.53	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	2.44	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	1.02	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.67	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.54	0.00

## 2021-22 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. This year, students were included in the Safety Committee as well. 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 September 2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	30	24	23
Mathematics	27	13	18	26
Science	23	13	5	19
Social Science	19	28	14	21

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	29	17	29
Mathematics	27	11	25	22
Science	23	12	9	16
Social Science	22	21	11	23

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	32	12	34
Mathematics	29	9	15	30
Science	30	5	7	23
Social Science	22	21	10	24

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	539.3

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,294	\$1,075	\$6,219	\$72,546
District	N/A	N/A	\$6,557	\$71,603
Percent Difference - School Site and District	N/A	N/A	-5.3	1.3
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-30.3	-11.1

## Types of Services Funded

Woodland Joint Unified School District spent an average of \$8,243 to educate each student (based on 2019-20 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, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,688	\$51,029
Mid-Range Teacher Salary	\$66,481	\$78,583
Highest Teacher Salary	\$95,210	\$99,506
Average Principal Salary (Elementary)	\$108,295	\$124,576
Average Principal Salary (Middle)	\$113,546	\$131,395
Average Principal Salary (High)	\$125,256	\$144,697
Superintendent Salary	\$224,180	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	25.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	3
Foreign Language	5
Mathematics	2
Science	2
Social Science	7
<b>Total AP Courses Offered</b>	25

## Professional Development

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:

- Universal Design for Learning, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- English Learner Roadmap, TK-12
- Social Emotional Learning TK-12

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	0

# Woodland Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4954	501	10.11	89.89	57.76
<b>Female</b>	2406	277	11.51	88.49	64.55
<b>Male</b>	2548	224	8.79	91.21	49.55
<b>American Indian or Alaska Native</b>	22	0	--	100.00	--
<b>Asian</b>	267	32	11.99	88.01	61.29
<b>Black or African American</b>	61	5	8.20	91.80	--
<b>Filipino</b>	28	7	25.00	75.00	--
<b>Hispanic or Latino</b>	3527	365	10.35	89.65	55.03
<b>Native Hawaiian or Pacific Islander</b>	21	2	9.52	90.48	--
<b>Two or More Races</b>	159	10	6.29	93.71	--
<b>White</b>	869	80	9.21	90.79	70.13
<b>English Learners</b>	977	48	4.91	95.09	12.77
<b>Foster Youth</b>	47	4	8.51	91.49	--
<b>Homeless</b>	90	4	4.44	95.56	--
<b>Military</b>	247	45	18.22	81.78	50.00
<b>Socioeconomically Disadvantaged</b>	3016	272	9.02	90.98	56.77
<b>Students Receiving Migrant Education Services</b>	119	10	8.40	91.60	--
<b>Students with Disabilities</b>	733	73	9.96	90.04	26.76

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4954	464	9.37	90.63	33.63
Female	2406	253	10.52	89.48	34.41
Male	2548	211	8.28	91.72	32.69
American Indian or Alaska Native	22	0	--	100.00	--
Asian	267	30	11.24	88.76	53.57
Black or African American	61	6	9.84	90.16	--
Filipino	28	7	25.00	75.00	--
Hispanic or Latino	3527	338	9.58	90.42	27.71
Native Hawaiian or Pacific Islander	21	2	9.52	90.48	--
Two or More Races	159	9	5.66	94.34	--
White	869	72	8.29		52.78
English Learners	977	43	4.40	95.60	12.20
Foster Youth	47	4	8.51	91.49	--
Homeless	90	2	2.22	97.78	--
Military	247	36	14.57	85.43	22.22
Socioeconomically Disadvantaged	3016	251	8.32	91.68	30.20
Students Receiving Migrant Education Services	119	8	6.72	93.28	--
Students with Disabilities	733	68	9.28	90.72	19.12

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

