

Cache Creek High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

| | |
|--|-------------------------------|
| School Name | Cache Creek High School |
| Street | 14320 Second St./P.O. Box 388 |
| City, State, Zip | Yolo, CA 95697-0298 |
| Phone Number | (530) 662-4331 |
| Principal | William Jarrell |
| Email Address | william.jarrell@wjusd.org |
| School Website | cchs.wjusd.org |
| County-District-School (CDS) Code | 57727100000000 |

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

Our staff, students, and parents work together to provide a positive learning environment that supports academic and social growth for all students. The foundation of our school is in the relationships we build between teachers, students, and their families. Our Advisory program, which meets everyday, is geared towards understanding and supporting students with "readiness to learn", and targeting student specific interventions to meet individual student needs.

Our Mission

Our mission is to provide a safe, supportive environment that fosters positive behavior, personal responsibility and academic growth while addressing individual student needs.

CCHS provides tiered socioemotional and academic interventions, and has a robust Positive Behavior Interventions and Support (PBIS) program. The school-wide focus is for students to be "Present, Positive, Productive, and Reflective."

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 city is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021-22 school year.

Cache Creek High School is WJUSD's continuation high school and serves students who may not be meeting graduation requirements in the traditional high school setting. The school operates on a traditional calendar, with an average of approximately 150 students enrolled in grades eleven and twelve. Enrollment fluctuates throughout the school year and the school typically doubles the October enrollment number reported to the California Department of Education. Enrollment was 98 students for 2021-2022.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 11 | 27 |
| Grade 12 | 98 |
| Total Enrollment | 125 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 29.6 |
| Male | 70.4 |
| American Indian or Alaska Native | 1.6 |
| Asian | 0.8 |
| Black or African American | 2.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 70.4 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 4.0 |
| White | 20.8 |
| English Learners | 11.2 |
| Foster Youth | 0.8 |
| Homeless | 3.2 |
| Migrant | 3.2 |
| Socioeconomically Disadvantaged | 81.6 |
| Students with Disabilities | 20.0 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.50 | 87.74 | 422.70 | 87.04 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 16.70 | 3.44 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 8.30 | 1.72 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 12.16 | 8.70 | 1.80 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 29.10 | 5.99 | 18854.30 | 6.86 |
| Total Teaching Positions | 9.70 | 100.00 | 485.60 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 8.10 | 85.82 | 431.60 | 88.36 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 15.60 | 3.21 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 14.80 | 3.05 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.20 | 13.54 | 8.20 | 1.68 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.53 | 18.00 | 3.70 | 15831.90 | 5.67 |
| Total Teaching Positions | 9.40 | 100.00 | 488.50 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|----------------------------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |

| | | |
|--|------|------|
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |
|--|------|------|

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 1.10 | 1.20 |
| Total Out-of-Field Teachers | 1.10 | 1.20 |

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

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

| Year and month in which the data were collected | | August 2022 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | StudySync, McGraw-Hill (2017) Adopted 2020 | Yes | 0.0% |

| | | | |
|-------------------------------|--|-----|------|
| Mathematics | Big Ideas Math/Houghton Mifflin Adopted 2016 | Yes | 0.0% |
| Science | Globe Fearon Adopted 2002 | No | 0.0% |
| History-Social Science | Pearson Prentice Hall Adopted 2006 McDougal Littell Adopted 2006 Glencoe McGraw Hill Adopted 2000 | No | 0.0% |
| Health | Health Connected: Teen Talk Adopted 2020 | Yes | 0.0% |

School Facility Conditions and Planned Improvements

Cache Creek High School, originally constructed in 1926, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 9 classrooms, a cafeteria, library and office. Four of the classrooms are portable buildings. Facility information is current as of December 13, 2022.

Cleaning Process

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

Maintenance and Repair

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

Year and month of the most recent FIT report

12/13/2022 - 12/14/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Administration: 4: Wall tiles are loose in staff room Work order 51850 Kitchen: 4: Paint ceiling Work order 52852 Men's restroom: 4: Room needs to be painted Work order 51853 Room 05: 4: Missing baseboard molding on North wall 7: Electrical panel cover needs to be remounted or replaced Work order 51859 Room 06: |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | <p>4: Holes by electrical panel need to be patched and painted 9" x 9" missing tiles need to be replaced (possible abatement needed) Work order 51860 Women's restroom: 4: Room needs to be painted 9: Faucet on right side needs to be secured/replaced Work order 51862</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | | X | <p>CDC: 7: Missing outlet cover by teachers desk Custodian to replace Room 04: 7: Original electrical panel needs to be secured or replaced. Hole by electrical panel needs to be patched/painted 2-gang outlet box needs cover replaced (double duplex) Work order 51854 Room 05: 4: Missing baseboard molding on North wall 7: Electrical panel cover needs to be remounted or replaced Work order 51859 Room 07: No repairs needed Room 10: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51861</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | <p>Women's restroom: 4: Room needs to be painted 9: Faucet on right side needs to be secured/replaced Work order 51862</p> |
| Safety: Fire Safety, Hazardous Materials | X | | |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 6 | N/A | 37 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 0 | N/A | 24 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 70 | 63 | 90.00 | 10.00 | 6.35 |
| Female | 31 | 28 | 90.32 | 9.68 | 10.71 |
| Male | 39 | 35 | 89.74 | 10.26 | 2.86 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 55 | 49 | 89.09 | 10.91 | 6.12 |

| | | | | | |
|--|----|----|-------|------|------|
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 11 | 91.67 | 8.33 | 9.09 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 55 | 50 | 90.91 | 9.09 | 6.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 70 | 56 | 80.00 | 20.00 | 0.00 |
| Female | 31 | 26 | 83.87 | 16.13 | 0.00 |
| Male | 39 | 30 | 76.92 | 23.08 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 55 | 44 | 80.00 | 20.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 9 | 75.00 | 25.00 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|-------|-------|------|
| Socioeconomically Disadvantaged | 55 | 45 | 81.82 | 18.18 | 0.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | NT | 2.78 | NT | 19.88 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-----------------------------|--------------------------|---------------------------|-------------------------------|--|
| All Students | 140 | 108 | 77.14 | 22.86 | 2.78 |
| Female | 47 | 35 | 74.47 | 25.53 | 2.86 |
| Male | 93 | 73 | 78.49 | 21.51 | 2.74 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 107 | 84 | 78.5 | 21.5 | 2.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 21 | 80.77 | 19.23 | 4.76 |
| English Learners | 20 | 17 | 85 | 15 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 115 | 89 | 77.39 | 22.61 | 2.25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 17 | 15 | 88.24 | 11.76 | 0 |

2021-22 Career Technical Education Programs

Cache Creek High School has continued to develop and expand its first CTE pathway in Food, Service and Hospitality. This program provides students with the opportunity to earn industry certification through an integrated curriculum that reinforces academic contents through industry skills attainment. The program is also looking at partnering with Yolo Farm to Fork to establish on-site student gardens.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 16 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 32.80 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Cache Creek High School is happy to provide opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, English Learner Advisory Committee (ELAC), School Site Council (SSC), Thanksgiving Luncheon, and the Spring Festival. Cache Creek also places heavy emphasis on student engagement and youth voice with school-wide decision making. Parents are welcomed and encouraged to meet with office staff, counselor, teachers and the Principal to discuss their student's progress. . Parents are also encouraged to participate in community forums at the district.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 8.6 | 10.7 | | 3.3 | 3.4 | | 8.9 | 7.8 |
| Graduation Rate | | 78.5 | 71.8 | | 91.8 | 91.2 | | 84.2 | 87 |

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

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-------------------------------------|------------------------------|----------------------------|------------------------|
| All Students | 103 | 74 | 71.8 |
| Female | 33 | 27 | 81.8 |
| Male | 70 | 47 | 67.1 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 74 | 54 | 73.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | 22 | 14 | 63.6 |
| English Learners | 16 | 11 | 68.8 |
| Foster Youth | -- | -- | -- |
| Homeless | 11 | 6 | 54.5 |

| | | | |
|--|----|----|------|
| Socioeconomically Disadvantaged | 97 | 69 | 71.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 17 | 8 | 47.1 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| All Students | 190 | 181 | 164 | 90.6 |
| Female | 65 | 61 | 56 | 91.8 |
| Male | 125 | 120 | 108 | 90.0 |
| American Indian or Alaska Native | 3 | 3 | 3 | 100.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 4 | 4 | 4 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 141 | 134 | 120 | 89.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 6 | 100.0 |
| White | 35 | 33 | 31 | 93.9 |
| English Learners | 24 | 23 | 23 | 100.0 |
| Foster Youth | 3 | 3 | 3 | 100.0 |
| Homeless | 6 | 5 | 5 | 100.0 |
| Socioeconomically Disadvantaged | 160 | 152 | 137 | 90.1 |
| Students Receiving Migrant Education Services | 11 | 11 | 10 | 90.9 |
| Students with Disabilities | 32 | 31 | 28 | 90.3 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 12.05 | 4.16 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 10.53 | 0.21 | 5.89 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.02 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.53 | 0.00 |
| Female | 6.15 | 0.00 |
| Male | 12.80 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 12.77 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.86 | 0.00 |
| English Learners | 33.33 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 10.00 | 0.00 |
| Students Receiving Migrant Education Services | 36.36 | 0.00 |
| Students with Disabilities | 12.50 | 0.00 |

2022-23 School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and staff. During the pandemic, the school limited the points of entry to a single point of entry near the administration building. As students returned to school, the single point of entry has been maintained. Recently, a locking gate was added at the entrance to the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Cache Creek High School's Site Safety Plan is revised each year by the School Site Council, which consists of the principal, teachers, other staff, parents, when available, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted throughout the year. In the event of an emergency,

2022-23 School Safety Plan

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 staff and approved by School Site Council in September 2022, and the WJUSD Board of Trustees in October 2022.

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 | 5 | 20 | | |
| Mathematics | 5 | 12 | | |
| Science | 12 | 5 | | |
| Social Science | 10 | 11 | | |

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 | 6 | 15 | | |
| Mathematics | 8 | 8 | | |
| Science | 19 | 4 | | |
| Social Science | 19 | 8 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3 | 32 | | |
| Mathematics | 5 | 11 | | |
| Science | 11 | 6 | 1 | |
| Social Science | 10 | 12 | 6 | |

2021-22 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 125 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$14,985 | \$1,174 | \$13,811 | \$79,056 |
| District | N/A | N/A | \$5,707 | \$73,100 |
| Percent Difference - School Site and District | N/A | N/A | 83.0 | 7.8 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | 70.7 | -5.0 |

2021-22 Types of Services Funded

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

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery,

2021-22 Types of Services Funded

Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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

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

Professional Development

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

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

Universal Design for Learning, TK-12

Ethnic Studies, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

Early Literacy TK-3

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | 0 |