

Pioneer High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

2025-26 School Contact Information

School Name	Pioneer High School
Street	1400 Pioneer Avenue
City, State, Zip	Woodland, CA 95776
Phone Number	(530) 662-1148
Principal	Aida Buelna, interim
Email Address	Aida.Buelna@wjusd.org
School Website	https://phs.wjUSD.org/
Grade Span	9-12
County-District-School (CDS) Code	57727100000000

2025-26 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	www.wjUSD.org

2025-26 School Description and Mission Statement

Pioneer High School offers a full comprehensive high school curriculum, including courses designed to meet our Ethnic Studies requirement and several CTE pathway opportunities. In addition, PHS offers a Puente English class and AVID Program to assist first-generation students navigating a pathway to college. We are also fortunate to be able to offer dual enrollment courses through collaboration with Woodland Community College.

PHS Mission: We ensure that all students develop and demonstrate the skills necessary for success during and beyond high school.

PHS Vision: The collective staff of 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.

Core values: Patriots are Safe, Responsible, Respectful.

ESLRs (Expected School-wide Learning Results):

Creators and Innovators-Students approach the world with intellectual curiosity; are proactive communicators and global innovators

Critical Thinkers and Problem Solvers-Students are critical thinkers who evaluate processes and outcomes objectively, active and productive members of student initiated groups and self-directed problem solvers.

Collaborators and Communicators-Students are skillful at using a variety of tools and ideas to effectively communicate and collaborate with others.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	401
Grade 10	450
Grade 11	367
Grade 12	364
Total Enrollment	1,582

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52
Non-Binary	0.4
American Indian or Alaska Native	0.7
Asian	9.9
Black or African American	1.6
Filipino	0.9
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3
White	14
English Learners	9.4
Foster Youth	0.2
Homeless	1.3
Migrant	4.6
Socioeconomically Disadvantaged	72.2
Students with Disabilities	12.2

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.

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)	70.4	88.99	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	2.5	3.16	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	1.74	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.05	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	3.1	4.02	18	3.7	15831.9	5.67
Total Teaching Positions	79.1	100	488.5	100	279044.8	100

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.

2022-23 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)	69	87.29	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	2.3	2.91	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	3.59	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	3.1	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	2.4	3.1	13.6	2.86	14303.8	5.15
Total Teaching Positions	79	100	477.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	73.9	90.67	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	1.7	2.15	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	2.75	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	0.91	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	2.8	3.51	9.7	2.01	13705.8	4.91
Total Teaching Positions	81.5	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.20	1	0
Misassignments	1.00	1.8	2.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	2.8	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.7	0
Local Assignment Options	1.00	1.7	0.7
Total Out-of-Field Teachers	1.60	2.4	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	5.5	2.2
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	0.1	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-26 school year.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	0.0%
Mathematics	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
Foreign Language	Vista Higher Learning (Spanish) Senderos 1, Senderos2, Senderos 3, Senderos 4, Temas, Galeria 1, and Galeria 2 Adopted 2019 Vista Higher Learning (French) Daccord Adopted 2020	0.0%

Health	Health Connected: Teen Talk Adopted 2020	0.0%
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Note: Cells with N/A values do not require data.

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 December 16, 2025.

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	12/5/25-12/16/25
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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	Boys locker room: Walls appear to have hazards from tears and holes, broken tiles and holes in the wall. #12248 Girls locker room: Ceiling tiles have holes or stains #12251 Kitchen: Walls appear to have hazards from tears and holes #12252 Learning Center: Ceiling tiles have holes or stains #12254 Library: Shelving over 4 feet not secured, #12255 C101: Wall needs to be wallpapered, replace ceiling tile and diffuser in small office #12256 C102: Walls appear to have hazards from tears and holes #12258 C201: Ceiling tiles have holes or stains #12259 C202: Ceiling tiles have holes or stains #12260 C303: Ceiling tiles have holes or stains #12261 C304: Walls appear to have hazards from tears and holes #12262 C401: Walls appear to have hazards from tears and holes #12263 C402: Walls appear to have hazards from tears and holes #12264 C403: Walls appear to have hazards from tears and holes #12268 C404: Walls appear to have hazards from tears and holes #12269 D102: Walls appear to have hazards from tears and holes #12270

School Facility Conditions and Planned Improvements

				<p>D103: Walls appear to have hazards from tears and holes #12271</p> <p>D301: Walls appear to have hazards from tears and holes #12275</p> <p>D304: Walls appear to have hazards from tears and holes, Ceiling tiles have holes or stains #12276</p> <p>H110: Walls appear to have hazards from tears and holes #12279</p> <p>S109: Ceiling tiles have holes or stains, missing in hallway outside of room #12281</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>			X	<p>Library: less than 5 percent of bulbs have burned out #12255</p> <p>C302: Corners of the room have a recognizable amount of dirt or grime buildup #12253</p> <p>D 102: Floors have a lot of trash #12270</p> <p>D105: Corners of the room have a recognizable amount of dirt or grime buildup #12265</p> <p>Theater: Light switch cover loose #12282</p> <p>Girls restroom: There are holes in the walls, floors and ceilings #12251</p>
<p>Electrical</p>	X			<p>Cafeteria: Secure wiremold to wall #12249</p> <p>Library: Lighting is flickering- several lights #12255</p> <p>C102: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access #12258</p> <p>C403: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access #12268</p> <p>D404: Light is flickering by east whiteboard #12278</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X			<p>Kitchen: A leak is evident, hot side leaks, drains smell like sewer #12252</p> <p>S107: Drinking fountains are inaccessible, front sink handles are broken #12280</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X			
<p>Structural: Structural Damage, Roofs</p>	X			
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	52	39	39	47	48
Mathematics (grades 3-8 and 11)	19	22	25	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	347	95.59	4.41	52.16
Female	186	177	95.16	4.84	57.63
Male	176	169	96.02	3.98	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	64.10
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	248	237	95.56	4.44	47.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	72.73
White	52	49	94.23	5.77	59.18
English Learners	21	18	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	37	100.00	0.00	54.05
Socioeconomically Disadvantaged	268	257	95.90	4.10	49.03
Students Receiving Migrant Education Services	11	11	100.00	0.00	90.91
Students with Disabilities	43	43	100.00	0.00	18.60

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	350	96.42	3.58	22.29
Female	186	178	95.70	4.30	19.10
Male	176	171	97.16	2.84	25.73
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	30.77
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	248	239	96.37	3.63	17.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	52	50	96.15	3.85	38.00
English Learners	21	20	95.24	4.76	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	37	100.00	0.00	13.51
Socioeconomically Disadvantaged	268	259	96.64	3.36	17.76
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	43	43	100.00	0.00	0.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.41	25.11	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	728	703	96.57	3.43	24.89
Female	357	342	95.80	4.20	25.73
Male	366	357	97.54	2.46	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	70	69	98.57	1.43	27.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	502	486	96.81	3.19	19.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	45.83
White	108	103	95.37	4.63	44.66
English Learners	45	42	93.33	6.67	2.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	68	68	100.00	0.00	19.12
Socioeconomically Disadvantaged	516	504	97.67	2.33	19.84
Students Receiving Migrant Education Services	27	27	100.00	0.00	22.22
Students with Disabilities	90	86	95.56	4.44	6.98

2024-25 Career Technical Education Programs

Pioneer High School offers CTE pathways in six industry sectors (Agriculture & Natural Resources; Hospitality, Tourism & Recreation; Information & Communication Technologies; Business and Finance, Health Science & Medical Technology and Advanced Manufacturing) that are aligned to the California Career Technical Education model curriculum standards. Each pathway integrates academic and industry standards, technical job skills, work-based learning, and individualized 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 UC/CSU credit or a combination of the three. All programs have an integral leadership program through an official Career Technical Student Organization (FFA, SkillsUSA, HOSA, FBLA) and are informed by a local advisory committee that provides guidance on curriculum, technical standards and industry needs.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	786
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.62
Graduates Who Completed All Courses Required for UC/CSU Admission	45.85

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
Grade 9	91%	91%	95.1%	93.6%	97.3%

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.

2025-26 Opportunities for Parental Involvement

Pioneer High School provides a number of opportunities for parents to be involved through participation in parent organizations such as School Site Council and ELAC. Involvement in these organizations provides parents and opportunity to give feedback and recommendation regarding areas of need for student success that are identified in the SPSA, Safety Plan, WASC Report, and District LCAP.

2025-26 Opportunities for Parental Involvement

There is two way communication with parents through the Parent Square, which can translate messages into the home language identified on school records. Several office staff are bilingual in Spanish and English, the primary second language in our community. A CAFE specialist is available to assist teachers and parents with communication and navigating the school systems to support their students. In addition, parents are involved in supporting students in extra curricular activities through involvement in sports booster clubs.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.6	2	1.6	4.7	6.4	4	8.2	8.9	8
Graduation Rate	92.3	94.3	95.1	90.6	89.1	91.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	368	350	95.1
Female	172	165	95.9
Male	192	181	94.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	32	31	96.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	255	242	94.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	13	12	92.3
White	55	54	98.2
English Learners	41	37	90.2
Foster Youth	--	--	--
Homeless	11	7	63.6
Socioeconomically Disadvantaged	305	288	94.4
Students Receiving Migrant Education Services	19	17	89.5
Students with Disabilities	50	42	84.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1639	1618	265	16.4
Female	781	769	138	17.9
Male	852	843	126	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	2	18.2
Asian	162	162	14	8.6
Black or African American	28	27	7	25.9
Filipino	15	15	1	6.7
Hispanic or Latino	1125	1110	195	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	48	9	18.8
White	228	224	35	15.6
English Learners	169	167	37	22.2
Foster Youth	--	--	--	--
Homeless	31	29	9	31.0
Socioeconomically Disadvantaged	1195	1180	217	18.4
Students Receiving Migrant Education Services	75	75	13	17.3
Students with Disabilities	205	202	46	22.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.6	6.72	5.98	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.12	0.12	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.98	0.12
Female	3.20	0.13
Male	8.57	0.12
Non-Binary	0.00	0.00
American Indian or Alaska Native	18.18	0.00
Asian	1.23	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.93	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.08	0.00
White	5.26	0.00
English Learners	10.06	0.59
Foster Youth	0.00	0.00
Homeless	3.23	0.00
Socioeconomically Disadvantaged	7.03	0.17
Students Receiving Migrant Education Services	9.33	0.00
Students with Disabilities	8.78	0.49

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At PHS we have our vision of school safety is one where all students feel empowered, respected, free to learn, grow and thrive in an environment that is safe and inclusive. Our goal is that every student experiences a sense of safety and belonging. Each fall our School Safety Plan is reviewed by the School Safety Team, School Site Council, ELAC, Student Advisory Committee, Department Chairs and staff. These committee's have representation from administration, teachers, classified staff, students and parents. Key elements of the Safety Plan include: 1. Physical Safety, 2. Emergency Preparedness, 3. Inclusive Curriculum, 4. Diversity and Equity 5. Mental Health and Well Being, 6. Safe reporting and Support Systems, 7. Community Engagement, and 8. Continuous Improvement. An annual student survey is conducted and reviewed by the Student Advisory Committee that in turn makes recommendations to the Safety Team.

The safety of students is a priority of the school staff. Students are supervised throughout the day by administrators, campus supervisors, and teachers being visible by their classrooms. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis, with emergency supplies readily available. In addition to required emergency drills requiring lock down or evacuation we have a reunification plan in place that is coordinated with Woodland Community College, our neighbor to the east. The safety plan was last reviewed with staff in August, with the Student Advisory Council in September 2024, and ELAC and Site Council in September 2024. Board approval of the safety plan was done in October 2024. School site council approval of the updated plan is anticipated in January 2025, with board approval in February 25.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	43	33	16
Mathematics	21	30	19	25
Science	19	24	10	20
Social Science	15	51	18	21

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	34	28	19
Mathematics	21	27	29	16
Science	21	18	17	13
Social Science	19	39	18	22

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	39	26	21
Mathematics	22	26	18	21
Science	20	19	8	19
Social Science	15	47	23	15

2024-25 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	327

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,243	\$1,245	\$6,998	\$105,029
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	5.1	-0.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-45.7	4.8

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2024-25 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.8
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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	0
English	2
Fine and Performing Arts	2
Foreign Language	4
Mathematics	1
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	29

Professional Development

District provides Professional Development throughout the school year that is required, or if at teachers discretion, teachers are highly encouraged to participate. At PHS site administration and staff have created a long range staff development plan focused on strengthening the rigor of the curriculum and academic performance of students supporting access to the common core standard. Wednesdays are shortened instructional days to provide for teachers to participate in staff, department and PLC meetings. There are three areas of focus that have been identified and developed at the site to attain this goal, Professional Learning Communities (PLC), Close Reading, and Student Engagement.

PLCs provide time for teachers to work in subject alike groups to share expertise, evaluate student data, and work together to improve teaching practices. Ultimately, teachers work to increase student learning and achievement through collective inquiry and action. Close Reading is a strategy that teaches students to do a deep analysis of what they read to uncover the deeper meanings of what is written rather than just getting the surface story. The goal is to move students from literal comprehension to complex interpretation of content. Teachers are required to complete one Close Reading activity per unit. Student engagement strategies are used to engage students to take ownership of their education. This is fostered through interactive relevant, and challenging activities, supportive classroom environment and connecting learning to the real world and student interest. The outcome is that students are engaged, curious and motivated rather than passively receiving instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			37