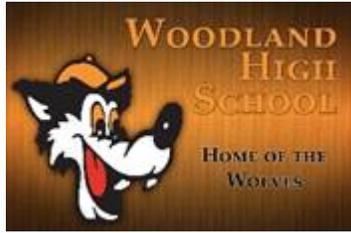


Woodland Senior High School

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	Woodland Senior High School
Street	21 North West St.
City, State, Zip	Woodland, CA 95695-2611
Phone Number	(530) 662-4678
Principal	Gerald Salcido Jr
Email Address	gerald.salcido@wjusd.org
School Website	whs.wjusd.org
Grade Span	9-12
County-District-School (CDS) Code	57 72710 5738802

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

Mission Statement

All students will leave Woodland High School as positive, productive and professional citizens of our community.

Vision Statement

Woodland High School will create experiences for collaboration, critical thinking, creativity, effective communication, and the pursuit of 21st-century skills through high quality instruction, engagement, and accountability.

Woodland Senior High School is committed to providing a safe, caring environment and a rigorous standards-based curriculum that prepares students for college and career success. Numerous Advanced Placement courses offered across English, world languages, math, science, social science, and visual/performing arts. WHS partners with Woodland Community College to offer multiple college courses on campus. Woodland Senior High operates robust CTE offerings across seven industry sectors (Agriculture & Natural Resources; Building & Construction Trades; Education, Child Development & Family Services; Hospitality/Tourism; Manufacturing & Product Development; Public Services; Transportation). Academic support includes a Community Service Learning Center, library/media center, Saturday school, study hall, online credit recovery and teacher tutoring before/after school. The school partners with Yolo County Office of Education, Woodland Community College, UC Davis, and Sacramento State for extended learning and outreach programs (AVID, Puente, EAOP, ETS, and tutors). Extracurricular offerings include athletics (20+ sports), more than 20 clubs, yearbook, and leadership opportunities. Parent and community involvement channels include ELAC, School Site Council, boosters and volunteer programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	325
Grade 10	294
Grade 11	274
Grade 12	262
Total Enrollment	1,155

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.1
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	2.7
Black or African American	1
Filipino	0.3
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.6
White	15.2
English Learners	10
Foster Youth	0.3
Homeless	0.6
Migrant	2.8
Socioeconomically Disadvantaged	77.7
Students with Disabilities	14.6

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)	55.6	85.93	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	1	1.54	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	3.27	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	2.39	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	4.4	6.84	18	3.7	15831.9	5.67
Total Teaching Positions	64.7	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)	51.8	83.86	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1.3	2.25	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	6.91	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	2.77	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	2.5	4.17	13.6	2.86	14303.8	5.15
Total Teaching Positions	61.8	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)	49	80.94	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.2	15.22	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.85	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	1.1	1.96	9.7	2.01	13705.8	4.91
Total Teaching Positions	60.6	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	0.10	0	2.8
Misassignments	1.90	4.2	6.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.10	4.2	9.2

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	0.40	0.4	0.3
Local Assignment Options	1.10	1.3	0.7
Total Out-of-Field Teachers	1.50	1.7	1.1

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)	4.2	8.1	9.6
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	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 2024

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

Woodland High School, originally constructed in 1971, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 93 classrooms, one library, one multipurpose room, one staff room, two gymnasiums, one "Little Theater," and an amphitheater. Facility information is current as of January 6, 2026.

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 the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report	12/29/2025 - 1/06/2026
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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			Boys Restroom: Vents or grills are excessively dusty or dirty. Restroom,s are NOT stocked with menstrual products in compliance with AB 367. Water pressure is adequate-in cold water. #12474 Girls Restroom: Vents or grills are excessively dusty or dirty. Fewer than five percent of the bulbs have burned out. A leak is evident-faucet handle is broken. #12486 Room 508: Vents are damaged or missing. Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12444
Interior: Interior Surfaces			X	703 Home Economics: Ceiling tiles are missing. Ceiling tiles have holes or stains-in back storage. Faucet out of order. #12450 15: Carpet is torn. Broken floor tiles. #12449 402: Walls appear to have hazards from tears and holes-wallpaper is torn. Fewer than five ppercent of the bulbs have burned out. #12451 410: Ceiling tiles have holes or stains. Outlets, access panels, switch plates, junction boxes and/or fixtures are not properly covered and secured from pupil access-light covers are missing/ #12458 413: Floor tiles are damanged. #12461 Administration: Ceiling tiles have holes or stains-ceiling tiles are stained in the conference room, VP's office's, copy room, office 10/11, nurses offrice, nurses waiting area, patient room, student services office and counselors office 14. Ceiling tiles have holes stains-tiles are broken in the principles office, VP secretaries area and counselors office 14. Walla appear to have hazards from tears and holes-crack in interior wall in nurses office, patient room. Fewer than five percent of the bulbs have burned out-lights are out in VP's

School Facility Conditions and Planned Improvements

office's, VP secretary area, men's and women's restroom in the admin office, clinicians office, counselor office 11/12/13/14, nurses office, nurses waiting area, student services office. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12462

Boys Restroom: Hole appear in the flooring. Fewer than five percent of the bulbs have burned out. Sink is broken. #12475

Girls Locker Room: Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Faucet handle is broken. Water pressure is inadequate-drinking fountain. #12480

Girls Restroom: Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Faucet handle is broken. #12487

Instructional Media Center: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12495

Room 1001: Ceiling tiles have holes or stains. #12494

Room 1005: Ceiling tiles have holes or stains. Unsecured items are stored too high. Fewer than five percent of the bulbs have burned out. #12495

Room 1009: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12496

Room 1011: Walls appear to have hazards from tears and holes. Ceiling tiles have holes or stains. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. #12446

Room 201: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. A leak is evident-handle is leaking. #12497

Room 206: Ceiling tiles have holes or stains-tiles are stained. #12444

Room 212: Ceiling tiles have holes or stains. #12498

Room 304: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. Faucets are not working properly. #12501

Room 306: Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Faucet handle is missing. #12500

Room 409: Change out 4 ceiling tiles and 1 light lens #6536

Room 421: Ceiling tiles are missing-in bathroom. Ceiling tiles have holes or stains. #12502

Room 424: Ceiling tiles are missing-seem is falling down. Missing floor tiles. Fewer than five percent of the bulbs have burned out. #12503

Room 426: Ceiling tiles are missing. Fixtures are loose. Eyestation out of order. #12505

Room 427: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. Unsecured items are stored too high. #12506

Room 503: Ceiling tiles are missing. #12443

School Facility Conditions and Planned Improvements

			<p>Room 504: Remove overhead bracket and replace tile #6559 Ceiling tiles are missing. #12443</p> <p>Room 506: Ceiling tiles have holes or stains. Ceiling tiles are missing. #12443</p> <p>Room 508: Vents are damaged or missing. Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12444</p> <p>Room 509: Handled on site.</p> <p>Room 510: Ceiling tiles have holes or stains-center seem is falling. #12443</p> <p>Room 511: Handled on site.</p> <p>Room 512: Handled on site.</p> <p>Room 514: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12515</p> <p>Room 801: Ceiling tiles have holes or stains.</p> <p>Room 802: Handled on site.</p> <p>Room 901: Handled on site.</p> <p>Room 911: Handled on site.</p> <p>Staff Restroom: Holes appear in the flooring-flooring is cracked around base. Fewer than five percent of the bulbs have burned out. #15218</p> <p>Theater: South exit near door. Patch ceiling from previous water leak #6561</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>402: Walls appear to have hazards from tears and holes-wallpaper is torn. Fewer than five percent of the bulbs have burned out. #12451</p> <p>Administration: Ceiling tiles have holes or stains-ceiling tiles are stained in the conference room, VP's office's, copy room, office 10/11, nurses office, nurses waiting area, patient room, student services office and counselors office 14. Ceiling tiles have holes stains-tiles are broken in the principles office, VP secretaries area and counselors office 14. Walla appear to have hazards from tears and holes-crack in interior wall in nurses office, patient room. Fewer than five percent of the bulbs have burned out-lights are out in VP's office's, VP secretary area, men's and women's restroom in the admin office, clinicians office, counselor office 11/12/13/14, nurses office, nurses waiting area, student services office. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12462</p> <p>Boys Restroom: Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12472</p> <p>Boys Restroom: Holes appear in the flooring. Fewer than five percent of the bulbs have burned out. Sink is broken. #12475</p> <p>Boys Restroom: Fewer than five percent of the bulbs have burned out. There is evidence of unabated graffiti. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12476</p> <p>Girls Locker Room: Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Faucet handle is broken. Water pressure is inadequate-drinking fountain. #12480</p>

School Facility Conditions and Planned Improvements

			<p>Girls Restroom: Light fixtures are NOT working properly. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-in exterior drinking fountain. #12483</p> <p>Girls Restroom: Vents or grills are excessively dusty or dirty. Fewer than five percent of the bulbs have burned out. A leak is evident-faucet handle is broken. #12486</p> <p>Girls Restroom: Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12447</p> <p>Instructional Media Center: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12495</p> <p>Room 1005: Ceiling tiles have holes or stains. Unsecured items are stored too high. Fewer than five percent of the bulbs have burned out. #12495</p> <p>Room 1009: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12496</p> <p>Room 1010: Fewer than five percent of the bulbs have burned out. #12497</p> <p>Room 201: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. A leak is evident-handle is leaking.</p> <p>Room 205: Fewer than five percent of the bulbs have burned out. #12497</p> <p>Room 304: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. Faucets are not working properly. #12501</p> <p>Room 306: Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Faucet handle is missing. #12500</p> <p>Room 424: Ceiling tiles are missing-seem to be falling down. Missing floor tiles. Fewer than five percent of the bulbs have burned out. #12503</p> <p>Room 425: Fewer than five percent of the bulbs have burned out. Fixtures are loose. #12534</p> <p>Room 427: Ceiling tiles have holes and stains. Fewer than five percent of the bulbs have burned out. Unsecured items are stored too high. #12506</p> <p>Room 508: Vents are damaged or missing. Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12444</p> <p>Room 514: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. #12515</p> <p>Room 901: Handled on site.</p> <p>Room 911: Handled on site.</p> <p>Staff Restroom: Holes appear in the flooring-flooring is cracked around base. Fewer than five percent of the bulbs have burned out. #15218</p> <p>Theater: Clean cobwebs out of can lighting #6562</p>
<p>Electrical</p>		<p>X</p>	<p>407: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. #12452</p> <p>410: Ceiling tiles have holes or stains. Outlets, access panels, switch plates, junction boxes and/or fixtures are not properly covered and secured from pupil access-light covers are missing. #12458</p>

School Facility Conditions and Planned Improvements

411: Lighting does not appear to be adequate-fix all problematic lights. #12459
412: Lighting does not appear to be adequate-fix all problematic lights. #12460
All gender restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12470
Boys Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. A leak is evident-faucet handle is broken. #12473
Girls Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-drinking fountain.
Girls Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. A leak is evident-faucet handle is broken. A leak is evident-toilets are leaking. #12491
Gymnasium: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. #12496
Room 1011: Walls appear to have hazards from tears and holes. Ceiling tiles have holes or stains. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. #12446
Room 1012: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 1013: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 202: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 203: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 204: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 207: Lighting does not appear to be adequate-fix all problematic lights. #12497
Room 303: Lighting does not appear to be adequate-fix all problematic lights. #12499
Room 502: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-plug coming out of wall by walk in. A leak is evident-in drinking fountain. Water pressure is inadequate-both fixtures are loose. #12509
Room 802: Handled on site.
Room 910: Lighting does not appear to be adequate-fix all problematic lights. #12517

School Facility Conditions and Planned Improvements

Restrooms/Fountains:

Restrooms, Sinks/ Fountains

X 703 Home Economics: Ceiling tiles are missing. Ceiling tiles have holes or stains-in back storage. Faucet out of order. #12450
 Administration: Ceiling tiles have holes or stains-ceiling tiles are stained in the conference room, VP's office's, copy room, office 10/11, nurses office, nurses waiting area, patient room, student services office and counselors office 14. Ceiling tiles have holes stains-tiles are broken in the principles office, VP secretaries area and counselors office 14. Walla appear to have hazards from tears and holes-crack in interior wall in nurses office, patient room. Fewer than five percent of the bulbs have burned out-lights are out in VP's office's, VP secretary area, men's and women's restroom in the admin office, clinicians office, counselor office 11/12/13/14, nurses office, nurses waiting area, student services office. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12462
 All gender restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12470
 Boys Restroom: Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12472
 Boys Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. A leak is evident-faucet handle is broken. #12473
 Boys Restroom; Holes appear in the flooring. Fewer than five percent of the bulbs have burned out. Sink is broken. #12475
 Boys Restroom: Vents or grills are excessively dusty or dirty. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-in cold water. #12474
 Boys Restroom: Fewer than five percent of the bulbs have burned out. There is evidence of unabated graffiti. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12476
 Commons: Water pressure is inadequate-drinking fountain has low flow. #12477
 Change out both signs to triangle all gender signage (2) #6537
 Boys locker room: Bathrooms need a deep cleaning #6538
 Boys Locker Room: Water pressure is inadequate-drinking fountain. A leak is evident-faucet handle is broken. #12471
 Boys's restroom: Far right toilet clogged, toilets 2 & 3 overflow, adjust or repair accordingly #6543
 Girls' Locker room: water faucet outside of the girls' restroom inoperable #6546
 Girls Locker Room: Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367.

School Facility Conditions and Planned Improvements

Faucet handle is broken. Water pressure is inadequate-drinking fountain. #12480

Girls Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-drinking fountain. #12478

Girls Restroom: Light fixtures are NOT working properly. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-in exterior drinking fountain. #12483

Girls Restroom: Vents or grills are excessively dusty or dirty. Fewer than five percent of the bulbs have burned out. A leak is evident-faucet handle is broken. #12486

Girls Restroom: Restrooms are NOT stocked with menstrual products in compliance with AB 367. Faucet handle is broken. #12448

Girls Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. Restrooms are NOT stocked with menstrual products in compliance with AB 367. A leak is evident-faucet handle is broken. A leak is evident-toilets are leaking. #12491

Girls Restroom: Ceiling tiles have holes or stains. Walls appear to have hazards from tear and holes. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Faucet handle is broken. #12487

Girls Restroom: Restrooms are NOT stocked with menstrual products in compliance with AB 367. Water pressure is inadequate-faucet has lo flow. #12492

Girls Restroom: 3 faucets are loose in mens restroom. #12493

Girls Restroom: Fewer than five percent of the bulbs have burned out. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #12447

Metal Shop: Service sink is leaking at the faucet, please repair #6547

Room 201: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. Fewer than five percent of the bulbs have burned out. A leak is evident-handle is leaking. #12497

Room 304: Ceiling tiles have holes or stains. Fewer than five percent of the bulbs have burned out. Faucets are not working properly. #12501

Room 306: Ceiling tiles have holes stains. Walls appear to have hazards from tears and holes. Fewer than five percent of the bulbs have burned out. Faucet handle is missing. #12500

Room 425: Fewer than five percent of the bulbs have burned out. Fixtures are loose. #12534

Room 426: Ceiling tiles are missing. Fixtures are loose. Eystation out of order. #12505

Room 501: A leak is evident-from eye wash station. #12508

Room 502: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly

School Facility Conditions and Planned Improvements

				covered and secured from pupil access-plug coming out of wall by walk in . A leak is evident-in drinking fountain. Water pressure is inadequate-both fixtures are loose. #12509 Room 803: A leak is evident-in classroom faucet. #12516
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 511: Front door needs adjustment, intermittently does not close #6560

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)	49	46	39	39	47	48
Mathematics (grades 3-8 and 11)	16	14	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	254	239	94.09	5.91	45.61
Female	125	117	93.60	6.40	50.43
Male	127	120	94.49	5.51	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	191	95.98	4.02	42.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	32	28	87.50	12.50	57.14
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	22.22
Socioeconomically Disadvantaged	197	190	96.45	3.55	42.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	31	96.88	3.12	25.81

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	254	236	92.91	7.09	13.56
Female	125	114	91.20	8.80	14.04
Male	127	120	94.49	5.51	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	187	93.97	6.03	10.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	28	87.50	12.50	25.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	26	96.30	3.70	0.00

Socioeconomically Disadvantaged	197	188	95.43	4.57	10.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	29	90.63	9.37	3.45

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)	17	20.73	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	520	494	95.00	5.00	20.65
Female	251	234	93.23	6.77	20.51
Male	266	257	96.62	3.38	20.62
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	393	375	95.42	4.58	17.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	20	86.96	13.04	35.00
White	79	75	94.94	5.06	28.00
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	56	55	98.21	1.79	10.91
Socioeconomically Disadvantaged	388	374	96.39	3.61	17.11
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Students with Disabilities	63	59	93.65	6.35	1.69

2024-25 Career Technical Education Programs

Woodland High School offers CTE pathways in seven industry sectors (Agriculture & Natural Resources; Building & Construction Trades; Education, Child Development & Family Services; Hospitality, Tourism & Recreation, Manufacturing & Product Development; Public Services, and Transportation) that are aligned to the California Career Technical Education model curriculum standards. Each pathway integrates rigorous academic and industry standards, technical job 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 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, FCCLA) 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	810
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.8

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	98.3
Graduates Who Completed All Courses Required for UC/CSU Admission	39.52

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	90.7%	92.4%	91.6%	93.1%	94.9%

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

WHS uses multiple means of communicating information out to families including but not limited to text, voice, email and our marquee. We start our school year with orientation/registration days so parents can come to campus and explore what we have to offer and how they can get involved. This is followed by our Back to School Night where we discuss our Title I assistance and help parents understand the State's academic content standards, assessments, and how to monitor and improve the

2025-26 Opportunities for Parental Involvement

achievement of their children. We inform parents of School Site Council (SSC) and English Learners Advisory Committee (ELAC) and encourage all to get involved and attend the meetings. WHS follows up with information out to the families about how to get involved in SSC, ELAC as well as other volunteer opportunities.

Through out the year we hold various parent workshops including but not limited to Free Application for Federal Student Aide (FAFSA), California Dream Act, college admission, and course selections for WHS. WHS also has a significant amount of sports, clubs and programs on campus that generally seek the support of parent volunteers. Those sports, clubs and programs reach out to parents for support in various way. We have a significant amount of parent involvement for events such as homecoming, mock interviews, booster clubs, sporting events, fundraising, Yolo County Fair, etc. In the spring we hold our annual Open House to highlight all of our programs and teachers to ensure students and families know and understand all WHS has to offer and what they can continue to get involved in this year or the following year.

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	2.8	6.5	3.3	4.7	6.4	4	8.2	8.9	8
Graduation Rate	93.8	89.9	95.2	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	270	257	95.2
Female	128	121	94.5
Male	142	136	95.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	193	183	94.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	49	48	98.0
English Learners	40	36	90.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	231	219	94.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	29	25	86.2

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	1198	1189	141	11.9
Female	576	570	66	11.6
Male	620	617	74	12.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	4	12.1
Black or African American	12	11	2	18.2
Filipino	--	--	--	--
Hispanic or Latino	902	896	104	11.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	3	9.1
White	182	181	25	13.8
English Learners	128	127	14	11.0
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	938	934	115	12.3
Students Receiving Migrant Education Services	35	35	4	11.4
Students with Disabilities	174	174	27	15.5

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
10.01	7.93	10.35	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
0.24	0	0	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	10.35	0.00
Female	8.85	0.00
Male	11.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	25.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	10.99	0.00
English Learners	14.06	0.00
Foster Youth	0.00	0.00
Homeless	30.77	0.00
Socioeconomically Disadvantaged	11.51	0.00
Students Receiving Migrant Education Services	5.71	0.00
Students with Disabilities	17.82	0.00

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

The safety of students is a priority of the school staff. Administrators, campus safety supervisors, and staff members supervise students throughout the day. Visitors to the school must check in at the office and wear a visitor's badge while on campus. All staff are required to wear ID badges. There has been a growing concern from students about the overuse of restrooms for vaping in stalls, so they are increasingly difficult to use. There has been more supervision near restrooms to prevent the overflow of students in the restroom at one time, to address this Minga was purchased digital hall passes and digital IDs to account for the number of students out at any given time. This helps with overall campus supervision and ensures teachers know where and how long students have been out of class. Issued campus safety tablets to identify students who are out of class to ensure students are engaged in class time, and students on campus are actively enrolled at WHS.

Woodland High School's Site Safety Plan is reviewed and approved each year by the School Site Council, which consists of administrators, teachers, classified staff, students, community members and parents. Key elements of the Safety Plan include procedures to address safety issues and emergency evacuation plans. The School Site Council and the WJUSD School Board last approved the school safety plan in December 2025, with board approval anticipated in February 2026.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills, including fire, disaster, and intruder drills, are conducted regularly throughout the school year. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. The school safety plan is reviewed with staff each fall.

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	18	36	24	11
Mathematics	21	19	20	14
Science	22	16	13	10
Social Science	18	31	13	15

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	18	38	20	16
Mathematics	20	25	18	14
Science	17	23	10	11
Social Science	15	38	9	19

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	20	30	18	16
Mathematics	20	23	17	14
Science	19	18	15	10
Social Science	16	32	14	14

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	292.75

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.4
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	\$9,750	\$1,889	\$7,861	\$118,234
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	16.7	11.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-34.6	16.6

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 23-24 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	20.7
--	------

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	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	27

Professional Development

Wednesday Collaboration Days
 UC HS Counselor Conference
 CSU HS Counselor Conference
 Sac Joaquin Athletic Administrators Summit
 UC Davis Math Project
 CAFE on Site
 CAFE Conference
 Special Education Symposium
 RTI Conference
 AeriesCON
 CARSPPlus - Special Education
 CA Council for Social Studies Development
 CA Association for Health, PE, Recreation, and Dance

There were additional days that occurred outside of the designated school days as well, including summer institutes. There were significantly more Professional Development (PD) days during the 2024-2025 school year due to the Comprehensive Support and Improvement funds WHS received. We were able to maximize the use of those funds and spread out the PD to departments that do not usually get to attend additional training due to lack of funds.

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	38	63	29