Cache Creek 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	Cache Creek High School
Street	14320 Second St./P.O. Box 388
City, State, Zip	Yolo, CA 95697-0298
Phone Number	(530) 662-4331
Principal	Lore Carrillo
Email Address	lore.carrillo@wjusd.org
School Website	cchs.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

Our staff, students, and parents work together to provide a positive learning environment that supports academic and social growth for all students. The foundation of our school is in the relationships we build between teachers, students, and their families. We focus on understanding students and their motivations, supporting students to develop a "readiness to learn", and targeting interventions to meet individual student needs. Everything we do is to move us toward the goal of preparing our students to be positive, productive, and responsible adults who contribute to their communities and can build stable and successful lives for themselves after high school.

Our Mission

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

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

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 55,000 people, the city is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,259 students in the 2024-25 school year.

Cache Creek High School is WJUSD's continuation high school and serves students who may not be meeting graduation requirements in the traditional high school setting. The school operates on a traditional calendar, with an average of approximately 150 students enrolled in grades eleven and twelve. Enrollment fluctuates throughout the school year, and the school typically doubles the October enrollment number reported to the California Department of Education. Enrollment was 144 students for 2024-2025.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	59
Grade 12	83
Total Enrollment	142

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.7
Male	59.9
Non-Binary	1.4
American Indian or Alaska Native	0.7
Black or African American	2.1
Filipino	0.7
Hispanic or Latino	81
Two or More Races	1.4
White	14.1
English Learners	19.7
Foster Youth	1.4
Homeless	2.1
Migrant	2.8
Socioeconomically Disadvantaged	83.8
Students with Disabilities	32.4

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)	8.1	85.82	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0	0	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	13.54	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0.53	18	3.7	15831.9	5.67
Total Teaching Positions	9.4	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)	5.9	61.66	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	8.81	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	29.43	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	9.6	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)	6.5	69.68	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)	0	0	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	30.21	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	9.4	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	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.00	0	0
Local Assignment Options	1.20	2.8	2.8
Total Out-of-Field Teachers	1.20	2.8	2.8

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)	0	0	0
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 2025-2026 school year.

Year and month in which the data were collected	August 2025

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	Big Ideas Math/Houghton Mifflin 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%
Health	Health Connected: Teen Talk Adopted 2020	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Cache Creek High School, originally constructed in 1926, offers students, staff, and visitors a safe and secure campus. The school comprises 9 classrooms, a cafeteria, a library, and an office. Four of the classrooms are portable buildings. Facility information is current as of 11/20/25.

Cleaning Process
The principal works daily with the custodial staff to maintain the school's physical environment regularly.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed promptly. A work order process ensures efficient service and the 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	11/20/25

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		Men's restroom: Walls need painting, floors need power wash #11854 Room 5: Ceiling tile is missing, ceiling tiles are falling #11855 Room 7: Walls appear to have hazards from tears and holes #11862 Stage: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) ceiling peeling.#11864 Women's restroom: Floors need to be power washed. #11854
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 7: There is a urine smell. Carpet needs to be cleaned and enzymes used. #11861
Electrical		X		Room 2: Outlet cover missing on ceiling #11856 Room 4: Lighting does not appear to be adequate, Cracked lighting diffuser #11859 Room 12: Lighting does not appear to be adequate - fixtures needs new cover. #11863
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room : Faucet needs an aerator #11855 Room 3: Faucet needs an aerator #11867
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Repaint all red curbs around campus, add front steps and area by banister/railing outside of the main kitchen areas #5850 Soccer field mow ASAP #5851

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)	12	9	39	39	47	48
Mathematics (grades 3-8 and 11)	2	5	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	85	78	91.76	8.24	9.21
Female	34	32	94.12	5.88	9.68
Male	50	45	90.00	10.00	6.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	63	92.65	7.35	4.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	70	92.11	7.89	8.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.00	0.00	4.00

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	85	78	91.76	8.24	5.13
Female	34	32	94.12	5.88	6.25
Male	50	45	90.00	10.00	4.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	63	92.65	7.35	4.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	8.33
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	70	92.11	7.89	4.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	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)	0.8	0.85	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	140	122	87.14	12.86	0.85
Female	54	46	85.19	14.81	0.00
Male	84	74	88.10	11.90	1.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	99	87.61	12.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	15	88.24	11.76	6.67
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	109	88.62	11.38	0.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	37	92.50	7.50	0.00

2024-25 Career Technical Education Programs

Cache Creek High School has continued to develop and expand their first CTE pathway in Food, Service and Hospitality. This program provides students with the opportunity to earn industry certification through an integrated curriculum that reinforces academic contents through industry skills attainment. CCHS also has a Child Development CTE pathway in conjunction with WCC's Early Childhood Education degree program that began in the Fall of 2024. The goal of this pathway is to open a local job market to students who are qualified to work as Para Educators in the district, gain entry-level employment in pre-schools, open a licensed day care, as well as earn college credits towards an advanced degree, potentially in education. This pathway provides students with the opportunity to become certified in CPR and First Aid. This helps build a strong "homegrown" Yolo County workforce invested in the thriving success of the community.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

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	94.37
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Cache Creek High School wants to partner with parents and guardians to provide the best educational experience for our students. To do so, we host a number of activities throughout the year and invite parents to participate as volunteers or attendees including:
Orientations prior to students enrolling
Back to School Night

2025-26 Opportunities for Parental Involvement

Thanksgiving Feast
Spring Carnival
Open House
Coffee with the Principal
School Site Council meetings
ELAC meetings
Graduation

Parents have the opportunity to participate in the decision-making processes on campus through communication tools and committees including:
School Surveys
District Surveys
School Site Council
Safety Council
ELAC

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	14.8	18.8	18.4	4.7	6.4	4	8.2	8.9	8
Graduation Rate	73.9	72.2	65.8	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	76	50	65.8
Female	33	22	66.7
Male	42	27	64.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	62	42	67.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	19	14	73.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	72	47	65.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	24	12	50.0

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	198	194	167	86.1
Female	83	83	72	86.7
Male	113	109	93	85.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	157	155	133	85.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	30	27	90.0
English Learners	32	31	27	87.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	175	173	149	86.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	60	51	85.0

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
5.76	3.77	15.66	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	2.02	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	15.66	2.02
Female	4.82	0.00
Male	23.89	3.54
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	17.83	2.55
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.68	0.00
English Learners	28.13	3.13
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	17.14	1.71
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.67	3.33

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. Students are supervised throughout the day by teachers and staff. The school has limited the entry points to one near the administration building. Recently, a locking gate was added at the entrance to the school. Visitors to the school must be buzzed in through the locked gate, check in at the office, and wear a visitor's badge while on campus. WJUSD's Facilities Master Plan includes updates to the school's perimeter fencing.

Cache Creek High School's Site Safety Plan is revised each year by the School Site Council, which consists of the principal, teachers, other staff, parents, when available, and students. Students also play an active role in developing safety plans through our Student Advisory Meetings, Youth Advisory Council, and surveys. In the Fall semester of 2025, 73 students indicated through a Safety Plan Survey and Youth Advisory Safety Survey that they felt safe on campus, and the school appropriately responded to their safety concerns. Additionally, students indicated that the additional fencing, keeping the front gate locked, teachers locking all classroom doors, and having campus security visible on campus helped them feel safe.

Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The school complies with all laws, rules, and regulations about hazardous materials and State earthquake standards. Emergency drills are conducted throughout the year. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. The safety plan was last reviewed with staff and approved by School Site Council in October 2024, and the WJUSD Board of Trustees in November 2024. This year'a revised Safety Plan will be reviewed by staff and School Site Council in January of 2026 and taken to the WJUSD Board of Trustees in February 2026.

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	4	62	0	0
Mathematics	5	18	0	0
Science	11	6	0	0
Social Science	10	17	3	0

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	4	35		
Mathematics	5	12		
Science	9	6		
Social Science	7	25		

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	3	43		
Mathematics	8	9		
Science	18	4		
Social Science	9	18		

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	144

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
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	$16,611	$2,101	$14,150	$104,094
District	N/A	N/A	$6,650	$105,580
Percent Difference - School Site and District	N/A	N/A	72.1	-1.4
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	23.8	3.9

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	0

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

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

Professional Development

Cache Creek teachers have the opportunity to participate in professional development related to their content areas and instructional practices throughout the year. Our Social Science and art teachers are participating in ethnic studies training and curriculum revision. Our Culinary teacher routinely participates in professional development and collaboration with the CTE Coordinator and other CTE teachers in the district. Our science and math teachers have participated in district-level standards and curriculum training. Our English teachers have participated in training focused on supporting and assessing EL students in the classroom. As a site we are focused on training related to strengthening our Professional Learning Community and collaboration practices, implementing site-wide close-reading and writing strategies to intentionally increase student literac, and developing student leadership opportunities through collaboration with community partners.

Additionally, Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 district-wide professional development days take place annually, 4 prior to the school year commencing and 1 prior to the start of 2nd semester in January. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration, with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators.The foci of Woodland Joint Unified School District professional learning include:
Universal Design for Learning, TK-12
Ethnic Studies, Preschool-12
English Learner Roadmap, TK-12
Social Emotional Learning TK-12
Early Literacy TK-3
Differentiation
Curriculum adoption and implementation

Professional Development

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			