

Woodcreek High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2022-23 School Contact Information

School Name	Woodcreek High School
Street	2551 Woodcreek Oaks Blvd.
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 771-6565
Principal	Suanne Bell
Email Address	sbell@rjuhsd.us
School Website	https://www.rjuhsd.us/woodcreek
County-District-School (CDS) Code	31 66928 3130176

2022-23 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website Address	www.rjuhsd.us

2022-23 School Overview

The Woodcreek High School campus covers 40 acres including five acres of shared use with the 88 acre Mahaney Park. The Woodcreek learning experience prepares students for post-secondary education and for successful lives in the 21st century by equipping them with high-level knowledge and skills in academics as well as a variety of life skills. The Woodcreek staff embraces a vision of a school where students, staff, and parents work closely together to create real-life learning experiences within a rigorous academic curriculum. Through focused and effective teacher collaboration, we strive to provide our students with the best possible instruction to ensure that they achieve proficiency in a guaranteed curriculum, based on state standards and agreed-upon site and district learning targets. The teachers and staff are committed to making instruction meaningful and relevant to students. The staff is also committed to challenging all students to achieve college level proficiency by completing the California UC/CSU 'a – g' course requirements. We believe the skills and knowledge they acquire at WHS will serve them in whatever endeavors they choose beyond high school. The Woodcreek staff works to prepare students to apply thinking, demonstrate learning, communicate with positive outcomes, and participate in their communities. We believe that in fulfilling our vision we will prepare students for higher education and successful careers in the 21st century.

At Woodcreek High School, our mission is to ensure that every student achieves at their maximum capacity, and we do not pre-determine the capacity of any student. In addition to providing a strong academic foundation, we believe we can prepare students to meet the challenges of the 21st century by encouraging athletic and extracurricular involvement, and by emphasizing communication, building healthy relationships, problem solving, and technology skills. We expect our students to become collaborative workers, complex thinkers, effective communicators, and self-directed learners. We accomplish these goals by adhering, individually and collectively, to the guiding principles of employing quality instruction; modeling adaptability, sharing decision making, exploring career options, maintaining safety and order, extending learning opportunities into the community, practicing continuous improvement, involving students, parents, and community, promoting individual and team strengths, and supporting cultural diversity. We believe that while there are many variables affecting student learning, the most important of those variables is quality of instruction, and that by focusing on continuous improvement of instruction, we can overcome many of the other variables.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	496
Grade 10	477
Grade 11	531
Grade 12	540
Total Enrollment	2,044

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.3
American Indian or Alaska Native	1.1
Asian	8.7
Black or African American	3.5
Filipino	3.1
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.4
White	58.8
English Learners	3.6
Foster Youth	0.2
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	17.4
Students with Disabilities	10.2

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.00	87.08	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.08	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	0.54	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.80	8.49	44.40	8.25	12115.80	4.41
Unknown	2.50	2.77	17.10	3.19	18854.30	6.86
Total Teaching Positions	91.90	100.00	539.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	87.50	91.52	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.05	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	1.81	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	1.73	16.90	3.00	11953.10	4.28
Unknown	3.70	3.89	23.80	4.21	15831.90	5.67
Total Teaching Positions	95.60	100.00	566.30	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.70

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00
Local Assignment Options	7.40	1.60
Total Out-of-Field Teachers	7.80	1.60

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	0.00

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

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

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

Year and month in which the data were collected

12/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006 English 9: Literature & Language Arts, 3rd course (Holt) © 2003 English 10: Literature & Language Arts, 4th course (Holt) © 2003 English 11: Literature & Language Arts, 5th course (Holt) © 2003 English 12: Literature & Language Arts, 6th course (Holt) © 2010 AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006	Yes	0.0%
Mathematics	Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022 Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022 Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022 Precalculus: Precalculus Enhanced With Graphing Utilities (Pearson Prentice Hall) © 2013 College Algebra: Algebra and Trigonometry (Pearson) © 2018 AP Calculus AB/BC: Calculus Early Transcendentals 8th ed (Wiley and Sons) © 2005 AP Statistics: Stats: Modeling the world (Pearson) © 2015	Yes	0.0%
Science	NGSS Biology: CK12 Flexbooks (Online) © 2022 NGSS Physics: CK12 Flexbooks (Online) © 2022 NGSS Chemistry: CK12 Flexbooks (Online) © 2022 AP Biology: Biology (Pearson) © 2008 AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005 AP Physics C: Physics for Scientists and Engineers (Brooks/Cole), © 2008	Yes	0.0%

History-Social Science	World Studies: World History the Modern World (Pearson) © 2007	Yes	0.0%
	US History: United States History Modern America (Prentice Hall) © 2008		
	Government: Magruder's American Government (Pearson) © 2019		
	Economics: TCI Econ Alive! The Power to Choose (Online) © 2022		
	AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008		
	AP Human Geography: Human Geography, People, Place, and Culture (Wiley & Sons) © 2007		
	AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009		
	AP Government: American Government Institutions and Policies, 14th Edition (Cengage) © 2015		
	AP Economics: Economics (McGraw-Hill) © 2008		
Foreign Language	French 1, 2, 3: Discovering French Bleu, Blanc, Rouge McDougal Littell © 2004	Yes	0.0%
	Spanish: Realidades 1, 2, 3 (Pearson) © 2011		
	AP Spanish: Temas (Vista Higher Learning) © 2014		
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
Visual and Performing Arts	Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company © 1995	Yes	0.0%
	Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010		
Science Laboratory Equipment (grades 9-12)	District does not formally adopt science equipment. Equipment is supplied by various science equipment vendors.		0.0%

School Facility Conditions and Planned Improvements

Our custodial/maintenance staff does an excellent job of maintaining our facilities and grounds. Classrooms and restrooms are checked and cleaned daily, and the grounds maintained on a regular basis. Major maintenance jobs are completed during school breaks and over the summer. Two campus monitors are on our campus everyday from 7:15 AM to 2:45 PM to supervise the students, with a third working from 7:30 AM to 3:00 PM. School administrators monitor the campus before school, at lunch, and after school. Students are not allowed to leave campus during the school day without parental permission or unless they do not have an afternoon class. Any students leaving campus must pass by a campus monitor at the front gate and provide proof of permission to leave. A Roseville City Police Officer, the Youth Services Officer, is scheduled on our campus four days per week. He provides invaluable assistance to the administration and students. The district maintenance staff's highest priority is the safety of our students and staff and they respond to safety and repair concerns as quickly as possible. All facilities are maintained and repaired immediately to insure proper working order and a safe environment for all educational and instructional activities. Safety "walk-arounds" are conducted monthly to ensure that all facilities are inspected on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated.

Year and month of the most recent FIT report

4/12/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repairs were noted and work orders were made. 425 wallpaper split under north window, 420 wallpaper missing on west wall, 602 wallpaper missing east wall, Cafeteria boys RR missing tile on the wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made. 611 broken outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. 510 sinks on west and south wall not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	508	96.03	3.97	71.46
Female	247	234	94.74	5.26	76.50
Male	280	272	97.14	2.86	67.28
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	71.43
Black or African American	19	18	94.74	5.26	55.56
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	110	101	91.82	8.18	67.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	319	311	97.49	2.51	74.60
English Learners	16	14	87.50	12.50	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	81	90.00	10.00	58.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	38	86.36	13.64	31.58

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	506	95.65	4.35	33.79
Female	247	234	94.74	5.26	30.77
Male	280	270	96.43	3.57	36.30
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	51.02
Black or African American	19	18	94.74	5.26	27.78
Filipino	12	11	91.67	8.33	54.55
Hispanic or Latino	110	101	91.82	8.18	18.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	319	311	97.49	2.51	36.33
English Learners	16	14	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	80	88.89	11.11	23.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	37	84.09	15.91	5.41

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	51.4	49.51	46.88	46.73	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1052	1022	97.15	2.85	49.51
Female	507	492	97.04	2.96	48.17
Male	541	526	97.23	2.77	50.76
American Indian or Alaska Native	13	13	100	0	38.46
Asian	97	95	97.94	2.06	56.84
Black or African American	38	37	97.37	2.63	45.95
Filipino	35	34	97.14	2.86	55.88
Hispanic or Latino	199	189	94.97	5.03	35.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	54.55
White	630	616	97.78	2.22	52.44
English Learners	28	26	92.86	7.14	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	174	93.55	6.45	34.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	72	90	10	12.5

2021-22 Career Technical Education Programs

Woodcreek High School offers CTE Programs of Study in Business Entrepreneurship, Commercial Music Project, Computer Science, Construction Technology, Project Lead The Way (PLTW) Engineering, Media, and an Education Pathway. These programs are reviewed on a yearly basis by the district CTE team. This evaluation of success uses student enrollment, CTEAC meeting outcomes, alignment with standards and assessments of student learning to monitor program effectiveness. All programs provide career guidance throughout their program by including instruction and information on the types of careers and jobs available within that industry and the qualifications and steps necessary for getting those jobs. For information about the district's career technical advisory committee, which includes representatives from local industries including construction, culinary, biomedical sciences, engineering, and computer technology, please contact Shane Waggoner at the district office, (916) 786-2051 or swaggoner@rjuhsd.us.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	912
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.52
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	61.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.5%	92.2%	92.3%	93.0%	91.8%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parental involvement is primarily through our formal School Site Council that meets on a monthly basis. The School Site Council is comprised of parents, students, teachers, counselors, and administrators. The parents, students and teachers have been elected to these positions and make up the voting members of the council. Anyone can attend the regular monthly meetings, but only the voting members are responsible for the decisions that are made. Woodcreek High School Assistant Principal, Jesse Padilla (ext. 4013), also conducts quarterly ELAC meetings for parents of English learners. Parents are also involved in our boosters programs which support extra-curricular activities for WHS students. Recently, Woodcreek High School, in partnership with the School Site Council, has organized multiple outreach and guest speaker events for parents, students and community members to learn more about WHS, the community, and how to work through the challenges facing today's teenagers. The most recent example of this was in the fall of 2022 when Woodcreek High School and Roseville Joint Union High School District partnered with Placer County and the California Department of Education to host two, one-hour assemblies for our student body titled, "One Pill Can Kill," to raise awareness about the dangers of drug use in Placer County. The assemblies focused primarily on increasing awareness surrounding a growing epidemic of the use of fentanyl by teenagers and young adults in Placer County. For information on parent volunteer opportunities, please contact Vicky Souza, Assistant Principals Secretary at Woodcreek High School, (916) 771-6565 extension 4015.

A formal School Site Council (SSC) is our representative body that includes representatives from all our stakeholders. This body oversees the development of our Single School Plan for Student Achievement (SPSA) and reviews all categorical budgets. In addition, the SSC has implemented outreach events that include guest speakers and agency partnerships to provide the community access to information and resources.

The Woodcreek High School Parent Booster Club includes representatives from sports and clubs. There are twenty-seven sub-clubs housing over 1,400 parent representatives. Each sub-club board representative meets monthly at the Main Booster Club meeting to discuss upcoming events, make budgetary decisions and discuss how the groups can support the overall direction of the school.

Woodcreek also has an active English Language Advisory Committee (ELAC). This group is led by Woodcreek High School Assistant Principal, Jesse Padilla. The primary goal of ELAC is to reach out to the community and encourage them to get involved with the school. We want our parents to be knowledgeable in all areas of their students academics, including state and district English Language policies. In addition, ELAC meetings serve as a platform where parents can express their concerns and advise the principal and appropriate staff on programs and services they feel will further benefit the growth of their students. Woodcreek High School is in compliance with the state mandate of four ELAC meetings each academic year, during which parents are offered enriching opportunities to be involved on our campus.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.2	3.6		8.5	5.8		8.9	7.8
Graduation Rate		94.4	93		90.1	90.9		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	503	468	93.0
Female	247	228	92.3
Male	254	238	93.7
American Indian or Alaska Native	--	--	--
Asian	45	43	95.6
Black or African American	19	18	94.7
Filipino	22	20	90.9
Hispanic or Latino	84	72	85.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	15	100.0
White	301	286	95.0
English Learners	27	23	85.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	134	118	88.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	47	31	66.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2140	2098	475	22.6
Female	1035	1014	258	25.4
Male	1094	1073	213	19.9
American Indian or Alaska Native	23	23	8	34.8
Asian	189	187	32	17.1
Black or African American	75	73	10	13.7
Filipino	70	68	8	11.8
Hispanic or Latino	435	420	134	31.9
Native Hawaiian or Pacific Islander	21	19	5	26.3
Two or More Races	52	51	11	21.6
White	1242	1224	260	21.2
English Learners	84	82	21	25.6
Foster Youth	7	6	4	66.7
Homeless	23	20	9	45.0
Socioeconomically Disadvantaged	453	432	144	33.3
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	233	225	98	43.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.47	2.69	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.88	3.22	0.69	3.63	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.22	0.00
Female	1.84	0.00
Male	4.48	0.00
American Indian or Alaska Native	8.70	0.00
Asian	1.06	0.00
Black or African American	5.33	0.00
Filipino	1.43	0.00
Hispanic or Latino	5.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.77	0.00
White	2.42	0.00
English Learners	3.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.02	0.00

2022-23 School Safety Plan

Woodcreek High School has developed a comprehensive plan that addresses a variety of potential crisis situations. We developed a Crisis Response Manual whose goal is a defined response to any manner of crisis. This plan recognizes the need to ensure direction and control for a major incident affecting the entire school site. Woodcreek High School's Safety Coordinator and Crisis Response Team train our staff, communicating with our Site Safety Team and students in an effort to provide the safest school environment we can for students and staff. Monthly safety meetings are held where current issues are discussed and future planning is done to increase school safety. Significant work occurred during the 2021-2022 school year and has continued during the 2022-2023 school year in order to increase the level of safety in classrooms and provide first responders with better tools to locate areas on campus. Beginning during the 2021-22 school year, all schools in Roseville Joint Union High School District were required to hold weekly Behavioral Threat Assessment and Management Team (BTAM) Meetings. Woodcreek High School has continued the BTAM meetings during the 2022-23 school year, which occur every Thursday morning and are chaired by Woodcreek High School Assistant Principal, Lori Ann Donnell. Weekly BTAM meetings include academic counselors, behaviorists, school psychologists, and administrators. Additionally, Woodcreek High School Assistant Principal, Lori Ann Donnell, chairs the Site Safety Team Meetings, which take place on the third Wednesday of each month. Date last discussed with staff: December 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	6	12	25
Mathematics	29	6	17	17
Science	27	4	25	1
Social Science	34	1	12	19

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	8	8	29
Mathematics	29	8	12	19
Science	27	4	27	1
Social Science	32	2	10	27

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	15	11	21
Mathematics	26	11	11	16
Science	25	10	22	1
Social Science	27	11	11	22

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	511

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,416	\$947	\$6,469	\$90,027
District	N/A	N/A	\$9,242	\$91,127
Percent Difference - School Site and District	N/A	N/A	-35.3	-1.2
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-1.9	-4.5

2021-22 Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The College Readiness for All strand helps students access college and career readiness courses and to create equitable opportunities for all students. Some of the tools and programs that have been implemented include Naviance, College Visits, PSAT for all 10th graders and Credit/A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afterschool hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns.

In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support Multi-Tiered Systems of Support (MTSS).

At Woodcreek High School our systems of support are aligned with the four main areas of the RJUHSD LCAP Plan. In 2022-23, English Learners are supported by virtue of our 1 Chromebook to 1 Student ratio in classrooms for access to technology resources, teacher trainings, additional staffing for English Language Development Classes. In addition, Woodcreek High School Assistant Principal, Jesse Padilla, also conducts quarterly ELAC meetings for parents of English Learners, College Visits, PSAT for all 10th graders, Credit/ A-G Recovery, the addition of partnership with the Sierra Promise Program, and the annual RJUHSD College Fair, which occurred in the Fall of 2022.

Programs offered to help Support Struggling Learners include extended afterschool hours, home visits, Marriage and Family Therapist Interns and School-Based Therapy Interns supporting students through the Woodcreek High School Wellness Center, a Peer Helping Class, and a Positive Power Class in which students are enrolled based on eligibility determined by our Counseling Team. In addition, Woodcreek High School is a Positive Behavioral Interventions and Supports (PBIS) school. PBIS Team Meetings occur once a month at the site and district levels with a focus on reviewing Multi-Tiered System and Supports (MTSS) data, updating incentives to promote and recognize positive behaviors campus-wide, and Tier1, Tier II, and Tier III academic, social-emotional, and attendance supports aligned for specific groups of students.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,974	\$55,947
Mid-Range Teacher Salary	\$83,212	\$90,080
Highest Teacher Salary	\$108,986	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$161,631	\$164,633
Superintendent Salary	\$252,500	\$261,984
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	0
Mathematics	4
Science	4
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	28

Professional Development

The Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full days annually) professional development training focused on curriculum implementation, instructional strategies, and assessments aligned to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing district common assessments in order to analyze results to determine best instructional practices and interventions to support learning. RJUHSD has recently taken on other professional development areas that addresses social emotional learning and wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. The RJUHSD focus on digital equity ensured that every student has access to a personal digital device for learning for the 2022-2023 school year. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support, or lead training events after school, on weekends, and during the summer. New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

Professional Development at Woodcreek High School focuses on providing high quality instruction through identification of learning targets, developing lesson plans that engage students with high level questioning and expectations of academic rigor. In addition, a key focus of Woodcreek High School Professional Development for the 2022-2023 school year is in alignment with the RJUHSD focus of student engagement, specifically in regards to Learner Driven Instruction (LDI), English Learner (EL) Engagement and Supports, and Digital Learning, primarily with regards to the new implementation of the Canvas Learning Management platform. Training in the identification and teaching of academic vocabulary has been an additional focus of professional development. Development occurs at staff meetings, in PLT meetings, and during after-school and prep-period sessions. Training is typically provided by administration or teacher experts with conferences and workshops used on an as-needed basis to jump-start knowledge. Follow-up is done through coaching and analysis of the effectiveness of delivery of a particular strategy, with the teacher and administrator working together to identify what worked well and what needs improvement. Recently, the Woodcreek High School Administrative Team has increased their presence in teachers classrooms, providing feedback to teachers regarding their instruction utilizing the digiCoach Classroom Management application. Woodcreek High School Administrators also participate in monthly subject focused walks with RJUHSD administrators, Principal Bell, and the Assistant Principal over the subject of focus.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3