



# Woodcreek High School

2551 Woodcreek Oaks Blvd. • Roseville, CA 95747 • (916) 771-6565 • Grades 9-12

Mrs. Suanne Bell, Principal

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<http://www.rjuhsd.us/woodcreek>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Roseville Joint Union High School District

1750 Cirby Way  
Roseville, CA, 95661  
(916) 786-2051  
[www.rjuhsd.us](http://www.rjuhsd.us)

#### District Governing Board

Andrew Tagg, President

Scott E. Huber, Vice President

Gary T. Johnson, Clerk

Julie K. Hirota, Member

Paige K. Stauss, Member

#### District Administration

Dr. Denise Herrmann  
**Superintendent**

Jess Borjon

**Deputy Superintendent, Education  
Services**

Brad Basham

**Assistant Superintendent, Human  
Resources**

Joe Landon

**Assistant Superintendent, Business  
Services**

John Becker

**Executive Director, Student  
Engagement**

Judy Fischer

**Executive Director, Wellness**

Diana Christensen

**Director of Human Resources -  
Classified**

Barbara Harris

**Director of Human Resources -  
Certificated**

Scott Davis

**Director of Facilities**

Tony Ham

**Director of Technology**

Kris Knapp

**Director of Maintenance &  
Operations**

Julie Guererro

**Director of Transportation**

Jay Brown

**Director of Food Services**

Lauren McGhee

**Director of Accounting**

## School Description

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 his/her 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 twenty-first century by encouraging athletic and extracurricular involvement, and by emphasizing communication, problem solving, responsibility, and technology. 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 the SARC

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, 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 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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	547
Grade 10	522
Grade 11	521
Grade 12	537
<b>Total Enrollment</b>	<b>2,127</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.9
Asian	8
Filipino	4
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.3
White	64.6
Two or More Races	1.6
Socioeconomically Disadvantaged	19
English Learners	1.7
Students with Disabilities	9.2
Foster Youth	0.1
Homeless	1.9

## 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

Teacher Credentials for Woodcreek High	17-18	18-19	19-20
With Full Credential	92	92	94
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Roseville Joint Union	17-18	18-19	19-20
With Full Credential	♦	♦	89
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Woodcreek High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 1/2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature & Language Arts, 3rd - 6th Course (Holt, Rinehart, and Winston) Copyright 2003, 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Math Analysis, Algebra and Trigonometry, 6th ed., Author: Blitzer, Robert F., (Pearson) Copyright 2018 Carnegie Integrated Mathematics I, II, III (Carnegie Learning) Copyright 2013 Algebra 2 (McDougal-Littell) Copyright 2007 Precalculus Enhanced with Graphing Utilities 6th Ed. (Pearson Prentice Hall) Copyright 2013 Calculus: Early Transcendentals 8th Ed. (John Wiley & Sons) Copyright 2005 Introduction to Statistics and Data Analysis (Thompson Learning) Copyright 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Biology (Holt, Rinehart, and Winston) Copyright 2004 World of Chemistry (McDougal-Littell) Copyright 2002 Earth Science (McDougal-Littell) Copyright 2003 Science Spectrum Physical Science (Prentice Hall) Copyright 2006 Biology, 8th Ed. (Pearson) Copyright 2008 (this is for AP Biology) Chemistry, 7th Ed. (Houghton Mifflin) Copyright 2007 (this is for AP Chemistry) Environmental Science 12th Ed. (Glencoe/McGraw Hill) Copyright 2010 (this is for AP Environmental Science) Physics for Scientists and Engineers 6th Ed. (Brooks/Cole Publishing) Copyright 2004 (this is for AP Physics C) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	World History and the Modern World (Pearson Prentice Hall) Copyright 2007 US History Modern America (Pearson Prentice Hall) Copyright 2008 Magruder's American Government (Pearson Prentice Hall) Copyright 2010 Economics (Holt, Rinehart, and Winston) Copyright 2003 Sociology: The Study of Human Relationships (Holt McDougal) Copyright 2010 World Geography (McDougal-Littell) Copyright 2007 Economics (McGraw-Hill) Copyright 2008 (this is for AP Economics) A History of Western Society 9th Ed. (Houghton Mifflin) Copyright 2008 (this is for AP European History) Human Geography, People, Place and Culture (John Wiley & Sons) Copyright 2007 (this is for AP Human Geography) Psychology 8th ed (Worth Publishers) Copyright 2007 (this is for AP Psychology) The American Pageant 13th Ed (Houghton Mifflin) Copyright 2005 (this is for AP US History) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Foreign Language</b>	Ni Hao (ChinaSoft) Copyright 2010 Discovering French Bleu, Blanc, Rouge (Houghton Mifflin) Copyright 2004 Realidades 1, 2, 3 (Pearson) Copyright 2011 Temas (Vista Higher Learning) Copyright 2014 (this is for AP Spanish) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	Glencoe Health (McGraw-Hill Education) Copyright 2011 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Visual and Performing Arts</b>	Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company 1995 Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company, 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science Laboratory Equipment</b>	The district does not adopt laboratory equipment used in our classrooms. Woodcreek High School uses predominantly PASCO equipment for labs. <b>Percent of students lacking their own assigned textbook: 0.0%</b>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Repairs were noted and work orders were made. 530 looks like current leak was being repaired. 602 missing cove base east wall under window. 123 missing cove base corner on west wall. Cafeteria floor tiles popping by the water fountain- new floor scheduled to be installed over summer 2019.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Repairs were noted and work orders were made. wrestling missing outlet cover east wall under white board. 436 missing outlet cover west wall. 505 missing outlet cover station 7. Boys locker room 4 light fixtures out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Repairs were noted and work orders were made. Choir water fountain needs adjustment.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Repairs were noted and work orders were made. Library comp lab 6 ceiling tiles stained 1 cracked.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	75	72	74	50	50
Math	53	49	49	48	38	39

Note: 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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	505	492	97.43	75.20
Male	264	255	96.59	70.59
Female	241	237	98.34	80.17
Black or African American	14	14	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.00	77.50
Filipino	24	24	100.00	87.50
Hispanic or Latino	72	70	97.22	67.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	329	320	97.26	78.44
Two or More Races	11	10	90.91	50.00
Socioeconomically Disadvantaged	100	96	96.00	64.58
English Learners	24	23	95.83	30.43
Students with Disabilities	53	48	90.57	29.17
Homeless	12	12	100.00	0.00

Note: 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.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	9.7	22.6	61.4

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	504	486	96.43	49.38
Male	263	252	95.82	50.40
Female	241	234	97.10	48.29
Black or African American	13	12	92.31	8.33
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.00	65.00
Filipino	24	23	95.83	60.87
Hispanic or Latino	72	69	95.83	34.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	329	319	96.96	51.41
Two or More Races	11	10	90.91	30.00
Socioeconomically Disadvantaged	99	92	92.93	35.87
English Learners	24	23	95.83	17.39
Students with Disabilities	52	47	90.38	21.28
Homeless	12	11	91.67	8.33

Note: 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.

Note: 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.

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.

**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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**

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's EL Counselor, Marcelina Zamora (ext. 4027), also conducts monthly 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. For information on parent volunteer opportunities, contact Najiya Becker, 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 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 the counselor of the EL students. 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. The state mandates four ELAC meetings each academic year, however we pride ourselves in holding an ELAC meeting every month which offers enriching opportunities for parents and increases parental involvement on our campus.

**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.

**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 Design 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 2015-2016, 2016-2017, 2017-2018, 2018-2019 school years and has continued during the 2019-2020 school year in order to increase the level of safety in classrooms and provide first responders with better tools to locate areas on campus. Assistant Principal Lori Ann Donnell chairs the Woodcreek High School Site Safety Team Meetings, which take place on the third Wednesday of each month. Date last discussed with staff: December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	4.9	2.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.0	4.7	3.2
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	425.4

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.8

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	34	5	2	31	32	7	7	25	31	8	4	32
Mathematics	32	3	10	21	31	4	15	17	29	7	16	16
Science	28	5	26	2	29	3	24	4	26	8	22	
Social Science	33	2	11	24	35	1	11	23	34	2	6	27

\* Number of classes indicates how many classrooms 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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

The 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. Especially so for students who have historically struggled in school. The RJUHSD is in the process of acquiring, developing and implementing two approaches that address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups.

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 ensures that every student will have a personal digital device for learning by the 2020-21 school year. In the meantime, every student will have access to a digital device during school hours on school campuses. 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, 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 2018-2019 school year is in alignment with the RJUHSD focus of school climate, specifically in regards to Culturally Responsive Teaching and Restorative Practices. 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 we have started to use video recordings of teachers in action to make the review of what happened in the classroom that much more tangible to teachers.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,598	\$52,466
Mid-Range Teacher Salary	\$77,733	\$87,373
Highest Teacher Salary	\$101,811	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$150,507	\$153,904
Superintendent Salary	\$223,693	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	33%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,303	\$748	\$6,556	\$82,339
District	N/A	N/A	\$1,989	\$86,527.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	106.9	-5.0
School Site/ State	-13.5	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### 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 equity opportunities for all students. Some of the tools and programs that have been implemented include Naviance, Equal Opportunity Schools Program, 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.

At Woodcreek High School our systems of support are aligned with the four main areas of the RJUHSD LCAP Plan. In 2018-2019, English Learners are supported by virtue of Chromebook carts in classrooms for access to technology resources, teacher trainings, additional staffing for English Language Development Classes. In addition, Woodcreek Counselor, Marcelina Zamora, also conducts monthly ELAC meetings for parents of English Learners. College Readiness for all is supported via Naviance, Equal Opportunity Schools Program, 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 2017 at Woodcreek High School. Programs offered to help Support Struggling Learners include extended afterschool hours, home visits, Marriage and Family Therapist Interns, School-Based Therapy interns, a Peer Helping Class, and a Positive Power Class in which students are enrolled based on eligibility determined by our Intervention Counselor. In addition, Woodcreek High School is a Positive Behavior Interventions and Supports (PBIS) school. PBIS Team Meetings occur once a month at the site and district levels with a focus on reviewing SWIS data, updating incentives to promote and recognize positive behaviors campus-wide, and Tier II academic supports aligned for specific groups of students.

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

Rate for Woodcreek High School	2015-16	2016-17	2017-18
Dropout Rate	1.1	2.8	5.3
Graduation Rate	96.4	94.3	93.7

Rate for Roseville Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	4.4	6.3	9.2
Graduation Rate	92.6	90.1	89.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	924
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

### Career Technical Education Programs

Woodcreek High School offers CTE Programs of Study in Small Business Entrepreneurship, Construction Technology, Engineering, and a Commercial Music Project program. 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. Placer County's 49er ROP serves district students with courses in veterinary medicine, automotive technology, business and marketing, computer technology, construction, cosmetology, education, electronics, fire science, graphic communications, and health and medical careers. 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](mailto:swaggoner@rjuhsd.us)

### 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).

### 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.

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	67.58

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	12	N/A
All courses	26	26.8

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

\*Where there are student course enrollments of at least one student.