



Woodcreek High School

2010-2011 School Accountability Report Card

**Jess Borjon,
Principal**

**School Address:
2551 Woodcreek
Roseville, CA 95747**

(916) 771-6565

**Roseville Joint
Union High
School District**

**Tony Monetti,
Superintendent**

**District Address:
1750 Cirby Way
Roseville, CA 95661**

(916) 786-2051

www.rjuhsd.k12.ca.us

School Profile

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.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	2.3%
American Indian	0.5%
Asian	4.2%
Filipino	2.2%
Hispanic or Latino	14.3%
Pacific Islander	0.4%
White	69.3%
Two or More	5.7%
None Reported	1.1%

Discipline & Climate for Learning

Woodcreek High School works with teachers, students, and parents in an effort to impact student behavior from a positive discipline perspective. Our goal is to work with students in a manner that will produce a positive change in behavior. Our teachers are available both before and after school to assist students on an individual basis when needed. We also have a Tutoring Center conducted by teachers and student mentors open after school three days a week. Furthermore, Woodcreek High School has implemented 5th Period where students are assigned an after-school tutorial to complete work that was due that day. Students are able to get extra help in all core subject areas.

Our counselors are available during the school day for our students, and they work closely with our teachers to insure students' progress. Parents are kept informed of student progress through an internet based attendance and grade program that can be accessed at anytime. Grade reporting occurs every four to five weeks so students and parents are kept abreast of their progress towards graduation. Woodcreek High School will continue to explore ways to support student learning and will implement best practices for student learning at every opportunity.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	246	216	238	1231	1128	1018
Suspension Rate	11.7%	10.3%	11.2%	13.0%	11.4%	10.1%
Expulsions	7	11	8	34	38	36
Expulsion Rate	0.3%	0.5%	0.4%	0.4%	0.4%	0.4%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
9th	530	548	557
10th	528	522	523
11th	530	532	515
12th	509	503	521

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11	09	10	11	09	10	11	09	10	11	
By Subject Area												
English	27	28	29	18	6	5	10	54	12	20	19	17
Mathematics	25	26	29	18	8	4	13	58	11	7	13	11
Science	30	28	28	2	3	1	20	53	22	7	1	1
Social Science	34	32	28	-	-	4	4	38	7	17	33	13

Parent Involvement

Parental involvement is primarily through our Woodcreek PTC & 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. Parents are also involved in our boosters programs which support extra-curricular activities for WHS students. Woodcreek High School also hosts Parent Education Programs twice a year (each course running for six weeks) to educate parents on critical issues for their students like college entrance, financial aid and study skills. For information on parent volunteer opportunities, contact Najiya Becker, Assistant Principals Secretary at Woodcreek High School, (916) 771-6565 X 4015.

Staff Development

Woodcreek High School is committed to providing high quality instruction that leads to increased student achievement. We believe the key to unlocking student potential is constant examination and adjustment of our teaching practices. Staff development has taken on a critical role in improving student learning through training and coaching curriculum development, assessment, and teacher collaboration. The adoption of a schedule that allows for weekly teacher collaboration time has created an embedded and systemic process whereby teachers can closely examine student work and adjust instructional practices based on assessment results. As a school, we have embraced the concept of a Professional Learning Community, developed by Rick DuFour, Rebecca DuFour, and Robert Eaker. Although each school must develop practices that suit its context, a PLC school is one that believes all students can achieve at high levels and that strives to support every student in reaching his/her potential through teacher collaboration and systemic support of students who are struggling.

Working from that philosophy, we have divided our staff into learning teams based on curricular area and they use their weekly collaboration time to develop and analyze assessments and adjust instruction to better reach more students.

In past years, the district has supported these efforts with the training of WHS teachers and administrators. Incorporating research from Robert J. Marzano's Classroom Instruction that Works: Translating Research Into Action; Richard Stiggins' Assessment FOR Learning, and Rick DuFour's Whatever It Takes, the district staff development team equipped teachers with skills and tools to improve instruction, thereby increasing student achievement. Thirty-nine Woodcreek teachers have been formally trained since the 2005 – 06 school year. In the past three years, we have worked to provide more staff development on our site so that ongoing follow-up and support can be more easily provided. Teachers are trained in establishing clear learning targets for units of instruction and designing assessments that match the targets. Science, English, Performing Arts, Math, Social Science, World Language, and PE have all been represented in this training. Lunch times, Monday R&D time, and release time during the teaching day have all been used to offer training to teachers in their preferred time schedule. We have also spent a portion of our staff development budget sending teachers and administrators to Professional Learning Community Institutes, sponsored by Solution Tree. Attending these conferences has been a turning point for nearly every staff member that has attended. While we seek to provide the same information in on-site training, it's clear that teachers who participate in these conferences and hear directly from people who have been successful with PLT practices come back with much greater clarity and enthusiasm. We have seen marked improvement in student achievement in specific areas where staff members have engaged in results-based collaboration, and we will continue to monitor achievement data as we work to expand and refine this process across our campus.

Counseling & Support Staff

It is the goal of Woodcreek High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1 : 453.1. The table lists the support service personnel available at Woodcreek High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	5	4.5
Librarian/library media teacher	1	1.00
Nurse	1	0.8
Psychologist	1	1.00
Resource Specialist	1	1.00
School nurse	1	1.00

Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	98	93	91	446
Without Full Credentials	0	0	0	0
Working Outside Subject	1	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	4	0	0
Total Misassignments of Teachers	6	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.7%	4.3%
District	99.2%	0.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	98.1%	1.9%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Woodcreek High at (916) 771-6565.

Data Sources

Data within the SARC was provided by Roseville Joint Union High School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Physical Fitness

In the spring of each year, Adelante High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.1%	20.4%	63.0%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	70	70	73	65	67	67	49	52	54
Mathematics	23	22	30	25	25	32	46	48	50
Science	72	73	82	62	64	68	50	54	57
History/Social Science	53	57	62	55	59	61	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	67	32	68	61
School	73	30	82	62
African American/ Black	56	21	*	58
American Indian	73	18	*	*
Asian	74	38	89	71
Filipino	67	32	*	62
Hispanic or Latino	61	21	78	56
Pacific Islander	*	*	*	*
White	76	31	83	63
Males	67	33	81	65
Females	78	28	84	60
Socioeconomically Disadvantaged	58	19	73	53
English Learners	21	6	*	*
Students with Disabilities	21	12	40	20
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	42.86%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	8	9	9
Similar Schools	5	6	6
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	31	11	21
Hispanic or Latino			
Actual API Change	21	11	34
White			
Actual API Change	30	14	16
Socioeconomically Disadvantaged			
Actual API Change	39	25	28
Students with Disabilities			
Actual API Change	30	-	-

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,519	848	7,283	823	4,683,676	778
Black or African American	33	786	276	740	317,856	696
Asian	68	886	482	868	398,869	898
Filipino	35	824	167	840	123,245	859
Hispanic or Latino	221	820	1,181	766	2,406,749	729
White	1,049	851	4,666	836	1,258,831	845
Two or More Races	81	877	370	846	76,766	836
Socioeconomically Disadvantaged	255	790	1,806	755	2,731,843	726
English Learners	75	721	629	727	1,521,844	707
Students with Disabilities	111	585	525	586	521,815	595

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-2010 school year in the 10th-12th grade, 95.3% had passed both portions of the CAHSEE or received a local waiver or state exemption. For 12th grade only, 99.8% of students needing to pass the CAHSEE did so. Of the non-grads, two were Caucasian, two Hispanic or Latino, and one African-American; all were due to not completing credit requirements for graduation. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	89.0%	91.0%	*
Socioeconomically Disadvantaged	73.0%	74.0%	*
African American/Black	75.0%	89.0%	*
American Indian	100.0%	92.0%	*
Asian	91.0%	95.0%	*
Filipino	92.0%	95.0%	*
Hispanic or Latino	90.0%	85.0%	*
White	89.0%	91.0%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	72.0	70.0	52.0	73.0	72.0	54.0	76.0	73.0	59.0
Mathematics	76.0	72.0	53.0	73.0	69.0	54.0	76.0	73.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	27.0	29.0	44.0	27.0	45.0	28.0
All Students School	24.0	32.0	45.0	24.0	50.0	26.0
Male	33.0	32.0	35.0	27.0	45.0	27.0
Female	14.0	31.0	54.0	27.0	45.0	27.0
Asian	19.0	33.0	48.0	4.0	52.0	44.0
Hispanic or Latino	33.0	32.0	35.0	42.0	36.0	22.0
White	22.0	33.0	45.0	21.0	54.0	25.0
Socioeconomically Disadvantaged	25.0	45.0	30.0	30.0	57.0	13.0
Students with Disabilities	68.0	16.0	16.0	67.0	28.0	6.0

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Dropout & Graduation Rates

Woodcreek High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: intervention counselor, California High School Exit Exam intervention classes, support classes in English and mathematics for students with performance and/or achievement below grade level, and after school tutoring and homework completion areas.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.70%	0.80%	0.40%
Graduation Rate	98.28%	96.59%	97.04%

UC/CSU Course Completion

Students at Woodcreek High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	72.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	19.6%

** Duplicated Count (one student can be enrolled in several courses).*

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Advanced Placement Classes

Woodcreek High encourages students to continue their education past high school. Woodcreek High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2010-2011 school year, 462 students took 859 AP classes. Those students also took 660 AP exams and there were 500 scores of "3" or better (a pass). The pass rate increased 10% in 2011.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
English	4
Mathematics	4
Social Science	6
Totals	15
Percent of Students in AP Courses	6.8%

Career Technical Education (CTE) Programs

Woodcreek High School offers CTE programs in Small Business Entrepreneurship, Multimedia, Design & Engineering and Culinary Arts. Additionally, Woodcreek High School has a Health Academy that is open to all district students, and Antelope High School offers Project Lead the Way. 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 automotive, construction, culinary arts, education, and computer technology, please contact John Montgomery at the district office, (916) 786-2051 or jmontgomery@rjuhsd.k12.ca.us.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Automotive	Woodcreek High School	The courses meet state CTE standards for the Vehicle Maintenance, Service and Repair Pathway. Classes are also articulated with R.O.P. and fulfill the elective credit graduation requirement for the RJUHSD.	The program teaches students job skills for transition to post-secondary education opportunities and employment.	Each CTE program completes a Program of Study with fourteen essential program components. The Program of Study is reviewed and updated on a yearly basis. Additionally, the number of students completing the program and their post-secondary placement is tracked.
Culinary Arts	Woodcreek High School	The courses meet state CTE standards for the Food Service and Hospitality Pathway. Classes are also articulated with R.O.P. and fulfill the elective credit graduation requirement for the RJUHSD.	The program teaches students job skills for transition to post-secondary education opportunities and employment. Also, students receive internships in local businesses, scholarships to post-secondary institutions and run the Timberrock Cafe, a student-run enterprise on the Woodcreek High School campus.	Each CTE program completes a Program of Study with fourteen essential program components. The Program of Study is reviewed and updated on a yearly basis. Additionally, the number of students completing the program and their post-secondary placement is tracked.
Business Entrepreneurship	Woodcreek High School	The courses meet state CTE standards for the Entrepreneurship Pathway. Classes are also articulated with R.O.P. and fulfill the elective credit graduation requirement for the RJUHSD.	The program teaches students job skills for transition to post-secondary education opportunities and employment. Also, students are placed in internships in local businesses.	Each CTE program completes a Program of Study with fourteen essential program components. The Program of Study is reviewed and updated on a yearly basis. Additionally, the number of students completing the program and their post-secondary placement is tracked.
Design & Engineering	Woodcreek High School	The courses meet state CTE standards for the Engineering Design Pathway. Classes are also articulated with local community and state colleges for college credit, and fulfill the elective credit graduation requirement for the RJUHSD.	The program teaches students job skills for transition to post-secondary education opportunities and employment.	Each CTE program completes a Program of Study with fourteen essential program components. The Program of Study is reviewed and updated on a yearly basis. Additionally, the number of students completing the program and their post-secondary placement is tracked.
Media	Woodcreek High School	The courses meet state CTE standards for the Media and Design Arts Pathway. Classes also fulfill the visual arts credit graduation requirement for the RJUHSD.	The program teaches students job skills for transition to post-secondary education opportunities and employment.	Each CTE program completes a Program of Study with fourteen essential program components. The Program of Study is reviewed and updated on a yearly basis. Additionally, the number of students completing the program and their post-secondary placement is tracked.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	932
What percent of the school's pupils complete a CTE program and earn a high school diploma?	23.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	39.1

Instructional Materials

Roseville Joint Union High held a public hearing at the beginning of the school year and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	McDougal Littell	2006	Yes	0.0%
9th	Health	Holt, Rinehart & Winston	2009	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th-12th	Reading/ Language Arts	Addison-Wesley	2003	Yes	0.0%
9th-12th	Science	McDougal Littell	2004	Yes	0.0%
9th-12th	Science Laboratory Equipment	N/A	N/A	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Granite Bay, Antelope and Roseville, which contain numerous computer workstations.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Safe School 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 will be training 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. Date last discussed with staff: January 2012.

School Facilities

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 7:30 AM to 2:45 PM to supervise the students. The Leadership Team monitors the campus before school, during passing periods, at lunch, and after school. Students are not allowed to leave campus during the school day without parental permission or 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 on our campus four to five times per week. He provides invaluable assistance to the administration and students.

The district maintenance staff has as its highest priority the safety of our students and staff. 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 Conditions				
Date of Last Inspection: 12/24/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$42,098	\$42,954
Mid-Range Teachers	\$64,767	\$69,905
Highest Teachers	\$84,710	\$89,464
Elementary School Principals	-	-
Middle School Principals	-	\$121,722
High School Principals	\$125,627	\$128,348
Superintendent	\$196,766	\$205,119
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	38.3%
Administrative Salaries	6.5%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,271
District	\$68,528
Percentage of Variation	-0.38%
School & State	
All High School Districts	\$70,570
Percentage of Variation	-3.26%

District Expenditures

Roseville Joint Union High spent an average of \$7,110 to educate each student, (based on 2009-10 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,110
From Restricted Sources	\$1,765
From Unrestricted Sources	\$5,345
District	
From Unrestricted Sources	\$5,345
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-2.02%

District Revenue Sources

In addition to general state funding, Woodcreek High receives state and federal funding for the following categorical funds and other support programs:

State categorical programs

Peer Assisted Review Program
Gifted and Talented Education

Federal categorical programs

The Perkins' Vocational & Technical Education

