

# Roseville Joint Union High School District

## Woodcreek High School

### 2008-2009 School Accountability Report Card

**Jess Borjon,  
Principal**

**School Address:  
2551 Woodcreek  
Roseville, CA  
95747-6074**

**(916) 771-6565**

**Tony Monetti,  
Superintendent**

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

**(916) 786-2051**

**www.rjuhsd.k12.  
ca.us**

#### Mission Statement

Woodcreek High School is a professional learning community that expects all students to learn at high levels and is committed to improving student achievement through high-quality instruction.

#### 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 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.

#### 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.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.7%
American Indian	0.3%
Asian	4.5%
Caucasian	71.2%
Filipino	2.5%
Hispanic or Latino	9.0%
Pacific Islander	0.4%
Multiple or No Response	9.3%

#### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	243	294	246	1431	1730	1231
Suspension Rate	11.6%	14.3%	11.7%	16.0%	19.1%	13.0%
Expulsions	18	10	7	51	41	34
Expulsion Rate	0.9%	0.5%	0.3%	0.6%	0.5%	0.4%

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. 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.

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	542	542	530
10th	529	541	528
11th	538	499	530
12th	485	475	509

## 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		
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	27	27	23	16	18	10	5	11	15	17	20
Mathematics	27	27	25	18	16	20	15	14	15	12	13	8
Science	32	31	30	-	3	2	15	11	20	9	12	7
Social Science	33	35	34	-	-	-	7	3	10	21	26	22

## 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.

## Instructional Time (Includes Minimum Days)

For the 2009-2010, Woodcreek High offered 180 days of instruction, comprised of 135 regular days and 30 "R&D" days where teachers met collaboratively to improve instruction and student achievement. The remaining 15 days were utilized for: final examinations, state testing, and minimum days with orientation nights. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
9th-12th	64,800	65,054

## 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 : 464.4. The table lists the support service personnel available at Woodcreek High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	4	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 Evaluation

The District has a program of staff evaluation in accordance with state law. All probationary and temporary teachers are evaluated each year. Tenured teachers are evaluated once every two years. Teacher evaluations are based on clinical instruction performance criteria and the standards established in the District's professional development training. Teacher instructional goals are reviewed, and certified administrative evaluators observe classroom performance several times annually. Teacher evaluation procedures and criteria are defined in the bargaining unit contract.

## Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers. For the 2009-2010 school year, Woodcreek High has 96 fully credentialed teachers who meet all credential requirements in accordance with State of California guidelines. 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 or is teaching outside of their credentialed area. Of Woodcreek High School's misplacements, the teachers either have significant years of experience in that area, or have a degree in the area in which they have been assigned to teach. Additionally, those teachers are also progressing towards credentialing in that area of need or CLAD authorization for EL students. 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.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	95	95	98	437
Without Full Credentials	1	1	0	4
Working Outside Subject	0	0	1	3

Misassignments/Vacancies				
	07-08	08-09	09-10	
	Misassignments of Teachers of English Learners	0	0	4
Misassignments of Teachers (other)	1	1	2	
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>1</b>	<b>6</b>	
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	98.1%	1.9%
District	98.6%	1.4%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.3%	1.7%

## School Leadership

Principal Jess Borjon and Assistant Principals Mark O'Hair, Rebecca Rood, Heather Schlaman and Shane Waggoner make up the administration team. Mr. Borjon is in his seventh year as Woodcreek's principal. Mr. O'Hair is now in his ninth year as WHS assistant principal. Ms. Rood, a former teacher at WHS, is a fourth year assistant principal. Ms. Schlaman, also a former teacher at WHS, is in her third year of administration and specializes in staff development. Mr. Waggoner is in his fourth year of administration and oversees data management and scheduling. In addition, Mr. O'Hair has been at Woodcreek since it opened its doors fifteen years ago.

Even though each assistant principal has specific duties, the entire administration team shares in school wide discipline, campus and extra-curricular supervision, and provides academic leadership for the entire staff and students.

In addition to the administration team, the WHS Leadership Team meets weekly. The Leadership Team consists of administration, department coordinators, athletic director, and a counselor. The Leadership Team provides for stronger communication ties between the administration and the teaching staff by directly involving department coordinators in the decision-making process, keeping the staff informed on district level matters and providing updated information on student activities.

## Parent Involvement

Parental involvement is primarily through our 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. For information on parent volunteer opportunities, contact Najiya Becker, Assistant Principals Secretary at Woodcreek High School, (916) 771-6565 X 4015.

## 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.

## Instructional Materials

The Roseville Joint Union High School District held a public meeting at the beginning of the school year and determined that each school within the District has 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 State 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 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	% L
9th-12th	Foreign Language	McDougal Littell	2006	Yes	0
9th	Health	Holt, Rinehart & Winston	2009	Yes	0
9th-12th	History/Social Science	Prentice Hall	2005	Yes	0
9th-12th	Mathematics	McDougal Littell	2001	Yes	0
9th-12th	Reading/ Language Arts	Addison-Wesley	2003	Yes	0
9th-12th	Science	McDougal Littell	2004	Yes	0
9th-12th	Science Laboratory Equipment	N/A	N/A	Yes	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.

## 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent period, is shown. Summative scores are not available for Math (grades 9-11) and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	57	65	70	57	63	65	43	46	50
Mathematics	17	18	23	22	25	25	40	43	46
Science	46	58	73	46	54	62	38	46	50
History/Social Science	36	42	53	38	46	55	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	64	10	56	53
American Indian	75	25	*	*
Asian	80	30	62	57
Filipino	65	21	*	52
Hispanic or Latino	50	16	65	37
Pacific Islander	*	*	*	*
Caucasian	72	25	75	56
Males	66	25	76	58
Females	73	21	69	48
Socioeconomically Disadvantaged	47	15	51	34
English Learners	20	11	*	*
Students with Disabilities	23	12	38	16
Migrant Education	*	*	*	*

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

## 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	5	3	5	
All Students				
Actual Growth	0	26	31	817
Socioeconomically Disadvantaged				
Actual Growth	-29	5	39	738
Hispanic or Latino				
Actual Growth	7	5	21	768
Caucasian				
Actual Growth	3	26	30	824
Students with Disabilities				
Actual Growth	17	43	30	585

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	28.57%

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

## Physical Fitness

In the spring of each year, Woodcreek 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.1%	23.6%	63.0%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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. Granite Bay High School has met both AYP and API criteria set by NCLB standards.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	64.4	66.2	48.6	65.8	70.0	52.9	72.1	71.2	52.0
Mathematics	67.3	69.0	49.9	66.0	68.9	51.3	75.7	73.0	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	27.9	34.5	37.6	24.3	52.5	23.3
Males	29.3	37.3	33.5	22.4	51.3	26.2
Females	26.4	31.4	42.1	26.2	53.8	20.0
African American	53.8	30.8	15.4	46.2	53.8	-
Asian	29.2	45.8	25.0	25.0	58.3	16.7
Hispanic or Latino	43.6	29.1	27.3	36.4	47.3	16.4
Caucasian	25.2	34.1	40.7	21.7	53.2	25.1
English Learners	50.0	31.8	18.2	45.5	45.5	9.1
Socioeconomically Disadvantaged	50.8	29.5	19.7	48.3	35.0	16.7
Students with Disabilities	92.9	4.8	2.4	85.4	14.6	-

## SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Woodcreek High offers a college admission test preparation course.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
<b>School</b>					
05-06	447	47.7%	500	513	509
06-07	485	46.6%	508	526	504
07-08	475	47.8%	0	518	496
<b>District</b>					
05-06	1,895	0.45%	516	535	519
06-07	2,089	0.43%	517	538	516
07-08	2,193	0.43%	0	537	511
<b>State</b>					
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492
07-08	465,901	35.9%	0	513	492

## 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 2008-2009 school year, 346 students took 952 AP classes. Those students also took 549 AP exams (a 10% increase over the previous year) and there were 306 scores of "3" or better (a 26% increase).

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	5	312
English	1	23
Mathematics	2	131
Totals	8	466
Percent of Students in AP Courses	6.1%	

## 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
% of Student Enrollment in Courses Required for UC/CSU Admission	69.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	52.4%

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

## 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 2008-2009 school year in the 10th-12th grade, 95.5 percent had passed both portions of the CAHSEE or received a local waiver or state exemption. 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	93.3%	85.6%	*
African American	100.0%	71.7%	*
Asian	100.0%	85.4%	*
Filipino	100.0%	92.5%	*
Hispanic or Latino	100.0%	73.3%	*
Pacific Islander	100.0%	80.0%	*
Caucasian	98.1%	87.9%	*

*\* Data was not available at the time of publication.*

## 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			
	05-06	06-07	07-08
Dropout Rate	-	0.70%	0.70%
Graduation Rate	-	98.10%	98.70%

## Career Technical Education (CTE) Programs

The district offers CTE programs in automotive service and technology, small business ownership and management, design and engineering, child development and education, culinary arts, and media. Oakmont 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](mailto: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 RJUHS.	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 RJUHS.	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 RJUHS.	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.

## 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?	1,454
What percent of the school's pupils complete a CTE program and earn a high school diploma?	24.3
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## 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. Three 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 every day. He provides invaluable assistance to the administration and students.

School Facility Conditions				
Date of Last Inspection: 12/24/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency Actions Take
	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			

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.

## 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 2010.

## 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		
2007-08		
	District	State
Beginning Teachers	\$42,098	\$42,810
Mid-Range Teachers	\$64,676	\$69,375
Highest Teachers	\$84,710	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$127,378	\$126,901
Superintendent	\$196,766	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	37.3%
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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,749
District	\$67,749
Percentage of Variation	0.00%
School & State	
All High School Districts	\$68,332
Percentage of Variation	0.86%

## Data Sources

Data within the SARC was provided by Roseville Joint Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.

## District Expenditures

Roseville Joint Union High spent an average of \$5842 to educate each student, (based on 2007-08 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	\$5,870
From Restricted Sources	\$1,000
From Unrestricted Sources	\$4,870
District	
From Unrestricted Sources	\$5,842
Percentage of Variation between School & District	16.64%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	11.65%

## 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

