

# Woodcreek High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Woodcreek High School
<b>Street</b>	2551 Woodcreek Oaks Blvd
<b>City, State, Zip</b>	Roseville, CA 95747
<b>Phone Number</b>	(916) 771-6565
<b>Principal</b>	Suanne Bell
<b>Email Address</b>	sbell@rjuhsd.us
<b>School Website</b>	<a href="https://www.rjuhsd.us/woodcreek">https://www.rjuhsd.us/woodcreek</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	31 66928 3130176

2024-25 District Contact Information	
<b>District Name</b>	Roseville Joint Union High School District
<b>Phone Number</b>	(916) 786-2051
<b>Superintendent</b>	John Becker
<b>Email Address</b>	jbecker@rjuhsd.us
<b>District Website</b>	<a href="http://www.rjuhsd.us">www.rjuhsd.us</a>

2024-25 School Description and Mission Statement
<p>The Woodcreek High School campus covers 40 acres including five acres of shared use with the 88 acre Mahany 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</p>

2024-25 School Description and Mission Statement

relevant to students. The staff is also committed to challenging all students to achieve college level proficiency by completing the California UC/CSU ‘a – g’ course requirements. We believe the skills and knowledge they acquire at WHS will serve them in whatever endeavors they choose beyond high school. The Woodcreek staff works to prepare students to apply thinking, demonstrate learning, communicate with positive outcomes, and participate in their communities. We believe that in fulfilling our vision we will prepare students for higher education and successful careers in the 21st century.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	459
Grade 10	493
Grade 11	467
Grade 12	483
Total Enrollment	1,902

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.1
American Indian or Alaska Native	1.2
Asian	10.2
Black or African American	3.4
Filipino	2.8
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.2
White	55.4
English Learners	4.9
Foster Youth	0.1
Homeless	1.2
Socioeconomically Disadvantaged	40.3
Students with Disabilities	8.4

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	84.50	92.39	514.00	89.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.90	0.68	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	1.45	11.90	2.08	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	2.58	24.60	4.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.20	3.57	20.00	3.48	14303.80	5.15
<b>Total Teaching Positions</b>	91.50	100.00	574.60	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.50	1.70	1.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.50	1.70	1.3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.40	0.00	0.2
<b>Local Assignment Options</b>	7.40	1.60	2
<b>Total Out-of-Field Teachers</b>	7.80	1.60	2.3

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.9	2.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006	Yes	0.0%
	English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023		
	English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023		
	English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023		
	English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023		
<b>Mathematics</b>	Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022	Yes	0.0%
	Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022		
	Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022		
	Precalculus: Precalculus Enhanced With Graphing Utilities (Pearson Prentice Hall) © 2013		
	College Algebra: Algebra and Trigonometry (Pearson) © 2018		
	AP Calculus AB/BC: Calculus Early Transcendentals 8th ed (Wiley and Sons) © 2005		

	AP Statistics: Stats: Modeling the world (Pearson) © 2015		
<b>Science</b>	NGSS Biology: CK12 Flexbooks (Online) © 2022 NGSS Physics: CK12 Flexbooks (Online) © 2022 NGSS Chemistry: CK12 Flexbooks (Online) © 2022 AP Biology: Biology (Pearson) © 2008 AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005 AP Physics C: Physics for Scientists and Engineers (Brooks/Cole), © 2008	Yes	0.0%
<b>History-Social Science</b>	World Studies: World History the Modern World (Pearson) © 2007 US History: United States History Modern America (Prentice Hall) © 2008 Government: Magruder's American Government (Pearson) © 2019 Economics: TCI Econ Alive! The Power to Choose (Online) © 2022 AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023 AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008 AP Human Geography: Human Geography: For the AP Course, Bedford, Freeman, Worth, First Edition © 2021 AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009 AP Government: AP Government: American Government: Stories of a Nation For the AP® Course with Foundational Documents with Court Cases Reader, Bedford, Freeman, Worth, First Edition © 2021	Yes	0.0%
<b>Foreign Language</b>	French 1, 2, 3: Discovering French Bleu, Blanc, Rouge McDougal Littell © 2004 Spanish 1: Senderos 1 (Vista Higher Learning) © 2023 Spanish 2: Senderos 2 (Vista Higher Learning) © 2023 Spanish 3: Senderos 3 (Vista Higher Learning) © 2023 AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024 American Sign Language 1 & 2 Signing Naturally (DawnSignPress) © 2008, 2014, 1992	Yes	0.0%

<b>Health</b>	Health: Glencoe Health (McGraw Hill) © 2011	Yes	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	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

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

## School Facility Conditions and Planned Improvements

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

**Year and month of the most recent FIT report**

4/24/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Repairs were noted and work orders were made. 425-right wall paper split, 420 west wall wallpaper peeling, 500boys RR-missing tile on wall, 600-missing baseboard north wall,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Repairs were noted and work orders were made. boys locker room teamroom-broken set of lights and light switch
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. 510-far left sink doesn't work, Cafe RR-both sinks on left don't work,
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	57	62	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	33	34	36	36	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	472	459	97.25	2.75	56.64
<b>Female</b>	225	219	97.33	2.67	63.47
<b>Male</b>	245	238	97.14	2.86	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	46	46	100.00	0.00	63.04
<b>Black or African American</b>	17	17	100.00	0.00	41.18
<b>Filipino</b>	11	11	100.00	0.00	90.91
<b>Hispanic or Latino</b>	103	95	92.23	7.77	45.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	44.44
<b>White</b>	266	262	98.50	1.50	60.31
<b>English Learners</b>	18	17	94.44	5.56	11.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	38	35	92.11	7.89	51.43
<b>Socioeconomically Disadvantaged</b>	179	173	96.65	3.35	46.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	19	82.61	17.39	5.26

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	472	459	97.25	2.75	33.55
<b>Female</b>	225	219	97.33	2.67	26.94
<b>Male</b>	245	238	97.14	2.86	39.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	46	46	100.00	0.00	52.17
<b>Black or African American</b>	17	17	100.00	0.00	35.29
<b>Filipino</b>	11	11	100.00	0.00	36.36
<b>Hispanic or Latino</b>	103	95	92.23	7.77	16.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	22.22
<b>White</b>	266	262	98.50	1.50	37.02
<b>English Learners</b>	18	17	94.44	5.56	17.65
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	38	35	92.11	7.89	25.71
<b>Socioeconomically Disadvantaged</b>	179	173	96.65	3.35	21.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	19	82.61	17.39	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	45.50	42.05	46.26	44.53	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	930	868	93.33	6.67	42.05
<b>Female</b>	459	421	91.72	8.28	43.94
<b>Male</b>	466	443	95.06	4.94	39.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	95	94	98.95	1.05	46.81
<b>Black or African American</b>	32	27	84.38	15.62	29.63
<b>Filipino</b>	29	29	100.00	0.00	68.97
<b>Hispanic or Latino</b>	195	176	90.26	9.74	32.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	45	95.74	4.26	33.33
<b>White</b>	516	481	93.22	6.78	44.49
<b>English Learners</b>	33	32	96.97	3.03	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	84	79	94.05	5.95	30.38
<b>Socioeconomically Disadvantaged</b>	281	263	93.59	6.41	26.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	28	75.68	24.32	3.57

## 2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	993
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.49
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	58.81

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.20%	98.60%	98.80%	98.40%	99.10%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parental involvement is primarily through our formal School Site Council that meets on a monthly basis. The School Site Council is comprised of parents, students, teachers, counselors, and administrators. The parents, students and teachers have been elected to these positions and make up the voting members of the council. Anyone can attend the regular monthly meetings, but only the voting members are responsible for the decisions that are made. Woodcreek High School Assistant

## 2024-25 Opportunities for Parental Involvement

Principal, Jesse Padilla (ext. 4013), also conducts quarterly ELAC meetings for parents of English learners. Parents are also involved in our boosters programs which support extra-curricular activities for WHS students. Recently, Woodcreek High School, in partnership with the School Site Council, has organized multiple outreach and guest speaker events for parents, students and community members to learn more about WHS, the community, and how to work through the challenges facing today's teenagers. For information on parent volunteer opportunities, please contact Vicky Souza, Assistant Principals Secretary at Woodcreek High School, (916) 771-6565 extension 4015.

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.6	4.1	3.3	5.8	6.5	5.4	7.8	8.2	8.9
Graduation Rate	93.0	95.0	95.8	90.9	91.8	93.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	451	432	95.8
Female	229	222	96.9
Male	219	207	94.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	50	49	98.0
Black or African American	14	13	92.9
Filipino	18	17	94.4
Hispanic or Latino	84	80	95.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	17	100.0
White	250	239	95.6
English Learners	26	25	96.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	195	184	94.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	50	39	78.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.22	3.81	3.34	3.63	4.09	3.62	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.02	0.08	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.34	0.00
Female	1.16	0.00
Male	5.43	0.00
Non-Binary	0	
American Indian or Alaska Native	8.70	0.00
Asian	2.97	0.00
Black or African American	6.06	0.00
Filipino	1.72	0.00
Hispanic or Latino	4.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.56	0.00
White	3.04	0.00
English Learners	5.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Woodcreek High School has developed a comprehensive plan that addresses a variety of potential crisis situations. We developed a Crisis Response Manual whose goal is a defined response to any manner of crisis. This plan recognizes the need to ensure direction and control for a major incident affecting the entire school site. Woodcreek High School's Safety Coordinator and Crisis Response Team train our staff, communicating with our Site Safety Team and students in an effort to provide the safest school environment we can for students and staff. Monthly safety meetings are held where current issues are discussed and future planning is done to increase school safety. Each school year we continue to increase the level of safety in classrooms and provide first responders with better tools to locate areas on campus. At the beginning of the 2024-25 school year we labeled each entry gate with a letter and provided a corresponding map to law enforcement. Woodcreek High School holds weekly Behavioral Threat Assessment and Management Team (BTAM) Meetings. Weekly BTAM meetings include academic counselors, behaviorists, school psychologists, and administrators. Additionally, Woodcreek High School Assistant Principal, Lori Ann Donnell, chairs the Site Safety Team Meetings, which take place on the third Wednesday of each month. Date last discussed with staff: August 2024. The safety plan was last shared with School Site Council in January 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	10	19	16
Mathematics	28	7	9	17
Science	27	6	23	
Social Science	27	9	12	17

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	16	17
Mathematics	27	8	12	16
Science	25	7	20	
Social Science	24	9	18	13

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	380.4

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1
Other	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,753	\$1,608	\$8,145	\$100,043
District	N/A	N/A	\$10,696	\$101,980
Percent Difference - School Site and District	N/A	N/A	-27.1	-1.9
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-27.8	-5.1

## Fiscal Year 2023-24 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: College, Career, and Life Readiness, Student Access and Achievement, Student Support and Parent Involvement, and Improve Academic Outcomes for AdHS (the district alternative program).

WHS provides targeted support and intervention for low-income students, English learners, and foster youth. This includes implementation of tutoring programs, advanced placement (AP) course offerings, CTE Pathways, Dual Enrollment Program Pathways, English Learner Support, Co-taught classes and technology enhancements aimed at giving every student equal access to high-quality education and personalized academic support, leading to improved performance on state assessments, A-G completion and graduation rates. This funding is also used to increase counseling services, mental health support, and extracurricular activities that address the social-emotional needs of students through the Positive Behavior Intervention System, Multitiered Systems of Support and the Wellness center. Additionally, LCAP includes parent engagement initiatives, such as workshops and family nights, to strengthen partnerships between schools and families. This ensures that parents are empowered to actively participate in their children's education, leading to a more supportive home environment and better overall student outcomes.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,569	\$62,635
Mid-Range Teacher Salary	\$93,015	\$101,698
Highest Teacher Salary	\$121,826	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$179,517	\$182,697
Superintendent Salary	\$281,027	\$298,748
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	26.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	1
Mathematics	4
Science	5
Social Science	13
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	30

## Professional Development

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

Professional Development

staff positive, supportive and affirming learning environments increases student engagement and achievement.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. The RJUHSD focus on digital equity ensured that every student has access to a personal digital device and that all teachers are trained in the use of the Canvas Learning Management System. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support, or lead training events after school, on weekends, and during the summer. New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom.

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 is in alignment with the RJUHSD focus areas of student engagement, specifically in regards to Learner Driven Instruction (LDI), English Learner (EL) Engagement and Supports, Building Thinking Classrooms and Digital Learning, primarily with regards to the new implementation of the Canvas Learning Management platform. Training is typically provided by administration or teacher experts with conferences and workshops used on an as-needed basis to jump-start knowledge. Follow-up is done through coaching and analysis of the effectiveness of delivery of a particular strategy, with the teacher and administrator working together to identify what worked well and what needs improvement. Recently, the Woodcreek High School Administrative Team has increased their presence in teacher's classrooms, providing feedback to teachers regarding their instruction with daily classroom walkthroughs. Woodcreek High School Administrators also participate in monthly subject focused walks with RJUHSD administrators, Principal Suanne Bell, and the Assistant Principal over the subject of focus.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3