

# Oakmont High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Oakmont High School
<b>Street</b>	1710 Cirby Way
<b>City, State, Zip</b>	Roseville, CA 95661
<b>Phone Number</b>	916-782-3781 ex. 2002
<b>Principal</b>	Isabel Govea
<b>Email Address</b>	igovea@rjuhsd.us
<b>School Website</b>	<a href="https://ohs.rjuhsd.us">https://ohs.rjuhsd.us</a>
<b>County-District-School (CDS) Code</b>	31669283135308

## 2023-24 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>

## 2023-24 School Description and Mission Statement

Oakmont High School opened its doors in 1966 and is the second of six high schools in the Roseville Joint Union High School District (RJUHS). OHS currently serves a diverse population of 1,320 students from within the Roseville and surrounding communities. Oakmont's commitment to excellence has been part of our tradition for over 50 years. Our Vision Statement, "Honoring our tradition of excellence with a commitment to the future," reflects both the importance of our history in this community and our recognition that the world we must prepare students for is constantly changing. Our Mission Statement emphasizes and defines the importance of success for our students: "The Oakmont community empowers and engages all students, preparing them for lifelong success as contributors in a global society." This emphasizes the importance of and our dedication to college and career readiness. Over the course of the past several years, the Oakmont campus has been updated with additional technology capacity. In addition to serving 1,320 students, the school serves as a center of activity for this growing community. Oakmont High School's vision is one in which the staff, community, and students work together to encourage responsibility, integrity, respect, active engagement, and an enthusiasm for learning. The goal of Oakmont High School is to provide experiences where ALL students will learn at high levels. We strive to have all students well prepared for post-secondary options.

The Oakmont staff has dedicated itself to providing a world class education for students from all walks of life. Our teachers continue to assess and align their curriculum to the academic standards, Common Core State Standards and Next Generation Science Standards. This focus, while challenging, will continue to foster the desire to have all of our students, college and career ready. The Common Core, push our students to complete all University of California (UC) / California State University (CSU) A-G requirements. We believe that this will place our students in the best position possible to succeed in post-secondary endeavors. Oakmont has several specialized programs designed to give students the opportunity to explore their interests prior to leaving high school. The Health Academy is a school within a school, designed to prepare students for a career in the medical field. The Health Academy offers real world experience along with a rigorous curriculum. In addition, we offer our students the opportunity to explore possible career options through both Career Technical Education (CTE) Works and CTE programs. Our programs range from CTE Works Health Careers to site based CTE Programs of Study, including Digital Media, Culinary Arts, Graphic Design, and Construction Technology.

In order to prepare students for a successful post-secondary experience, we offer our students both Advanced Placement courses and an International Baccalaureate (IB) pathway. All students are encouraged to participate in advanced courses as a means for better preparing them for the rigor of college and career demands. Our IB Diploma and Certificate programs are

## 2023-24 School Description and Mission Statement

designed to push students to take an active part in their education and ownership of their success. The IB Diploma Program continues to be highly successful for a school our size. Our AP coursework offerings continues to increase the student percentage that earn a score of 3 or higher. The study skills they develop and the insights they gain from these courses of study are invaluable assets for their future lives, whether they choose college, career, or both. Oakmont's four period block schedule allows students opportunities to explore their educational curiosities while allowing them the time needed to complete their UC/CSU requirements. The high level of rigor and the high expectations placed on our students can be demanding—which can, in turn, impact their academic performance. It is for this reason that we have established an embedded intervention (Intervention Period) into the school day as well as an academic support room after school (Fifth Period- Odyn's Odyssey) for direct re-teaching of material or individualized guidance. In an effort to support, educate, and encourage post-secondary exploration, Oakmont has a full time College and Career Technician available to support our students' diverse educational needs. The College and Career Center, located in the school library, is open five days a week in order to support student questions and give an avenue for curiosity. Both local and out of state college and university representatives regularly visit the school to speak with students about various educational opportunities. Additionally, we have established relationships with military personnel for students interested in serving their country in the Armed Forces.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	309
Grade 10	361
Grade 11	314
Grade 12	396
<b>Total Enrollment</b>	<b>1,380</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.1%
American Indian or Alaska Native	0.4%
Asian	8%
Black or African American	2.8%
Filipino	3.8%
Hispanic or Latino	29.9%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	3.4%
White	48.9%
English Learners	6.1%
Foster Youth	0.1%
Homeless	1%
Socioeconomically Disadvantaged	31.4%
Students with Disabilities	10.7%

### 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>	70.90	87.19	468.30	86.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	1.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.40	6.74	44.40	8.25	12115.80	4.41
<b>Unknown</b>	4.90	6.06	17.10	3.19	18854.30	6.86
<b>Total Teaching Positions</b>	81.40	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>	71.50	89.94	511.60	90.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.80	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	1.46	8.90	1.58	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	1.90	16.90	3.00	11953.10	4.28
<b>Unknown</b>	5.30	6.68	23.80	4.21	15831.90	5.67
<b>Total Teaching Positions</b>	79.50	100.00	566.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>1.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	5.40	1.10
<b>Total Out-of-Field Teachers</b>	<b>5.40</b>	<b>1.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	2.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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
Reading/Language Arts	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006	Yes	0.0%

	<p>English 9: Literature &amp; Language Arts, 3rd course (Holt) © 2003</p> <p>English 10: Literature &amp; Language Arts, 4th course (Holt) © 2003</p> <p>English 11: Literature &amp; Language Arts, 5th course (Holt) © 2003</p> <p>English 12: Literature &amp; Language Arts, 6th course (Holt) © 2010</p> <p>AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006</p> <p>AP English Language: The Bedford Reader, 9th, Bedford/St. Martins, © 2009</p>		
<b>Mathematics</b>	<p>Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022</p> <p>Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022</p> <p>Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022</p> <p>H Precalculus: Precalculus Enhanced With Graphing Utilities (Pearson Prentice Hall) © 2013</p> <p>AP Statistics: Stats: Modeling the world (Pearson) © 2015</p> <p>AP Calculus AB/BC: Calculus Early Transcendentals 8th ed (Wiley and Sons) © 2005</p> <p>IB Math: IB Math SL, HL, and HL Options, Oxford University Press, © 2019</p>	Yes	0.0%
<b>Science</b>	<p>NGSS Biology: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Physics: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Chemistry: CK12 Flexbooks (Online) © 2022</p> <p>IB Biology: Oxford IB Diploma Programme: IB Prepared: Biology, Oxford Press, © 2023</p> <p>IB Physics: Physics (Oxford) © 2014</p>	Yes	0.0%
<b>History-Social Science</b>	<p>World Studies: World History the Modern World (Pearson) © 2007</p> <p>US History: United States History Modern America (Prentice Hall) © 2008</p> <p>Government: Magruder's American Government (Pearson) © 2019</p> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p>	Yes	0.0%

	<p>AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018</p> <p>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>AP Human Geography: Human Geography: For the AP Course, Bedford, Freeman, Worth, First Edition © 2021</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>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</p> <p>IB History of the Americas:  History for the IB Diploma: Rights and Protest E-book, Cambridge University Press; 2nd edition © 2019  History for the IB Diploma: The Cold War: Superpower tensions and rivalries E-book, Hodder Education; 2nd edition, © 2015  History for the IB Diploma: Authoritarian states E-book, Hodder Education; 2nd edition, © 2015</p>		
<b>Foreign Language</b>	<p>French 1, 2, 3: Discovering French Bleu, Blanc, Rouge (Houghton Mifflin) © 2004</p> <p>Spanish 1, 2, 3: Realidades 1, 2, 3 (Pearson) © 2011</p> <p>Spanish 1, 2, 3: Sendas 1, 2 (Pearson Prentice Hall) © 2005</p> <p>IB Spanish: Manana Spanish B for the IB Diploma Coursebook © 2018</p>	Yes	0.0%
<b>Health</b>	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
<b>Visual and Performing Arts</b>	<p>IB Dance: Learning about Dance (Hung, Kendall) © 2010</p> <p>IB Film: Looking at Movies (Norton and Co) © 2016</p> <p>IB Music: The Enjoyment of Music (Norton and Co) © 2011</p> <p>Choir: Successful Warm-Ups, Books 1&amp;2, Kjos Music Company © 1995</p> <p>Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010</p>	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%



## School Facility Conditions and Planned Improvements

The district governing board has adopted cleaning standards for custodial staff at all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, providing a positive learning environment that students and staff can take pride daily.

Year and month of the most recent FIT report

4/18/2023

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Repairs were noted and work orders were made. P19-missing outlet cover north wall.P24-broken outlet south wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. Pool girls RR toilet leaks when flushed.Lg gym-fountain not working south wall.
<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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	75	66	62	47	46
<b>Mathematics</b> (grades 3-8 and 11)	41	38	39	36	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	307	294	95.77	4.23	75.51
<b>Female</b>	137	133	97.08	2.92	78.20
<b>Male</b>	167	158	94.61	5.39	73.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	95.45
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	78	73	93.59	6.41	58.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	31	30	96.77	3.23	66.67
<b>White</b>	158	151	95.57	4.43	81.46
<b>English Learners</b>	23	19	82.61	17.39	15.79
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	76	68	89.47	10.53	66.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	11.11

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	306	287	93.79	6.21	38.33
<b>Female</b>	136	127	93.38	6.62	35.43
<b>Male</b>	167	157	94.01	5.99	40.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	72.73
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	78	71	91.03	8.97	18.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	31	29	93.55	6.45	20.69
<b>White</b>	157	149	94.90	5.10	46.31
<b>English Learners</b>	23	19	82.61	17.39	5.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	66	88.00	12.00	22.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	17	80.95	19.05	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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	50.12	50.16	46.73	46.26	29.47	30.29

## 2022-23 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>	685	648	94.60	5.40	50.00
<b>Female</b>	348	329	94.54	5.46	48.48
<b>Male</b>	331	313	94.56	5.44	51.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	64	64	100.00	0.00	65.08
<b>Black or African American</b>	16	14	87.50	12.50	50.00
<b>Filipino</b>	38	38	100.00	0.00	68.42
<b>Hispanic or Latino</b>	175	163	93.14	6.86	30.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	45	95.74	4.26	44.44
<b>White</b>	337	318	94.36	5.64	55.52
<b>English Learners</b>	33	27	81.82	18.18	4.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	157	144	91.72	8.28	35.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	35	83.33	16.67	5.71

## 2022-23 Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of Programs of Study at each of our five comprehensive school sites. Programs are managed through a collaboration between teacher, site and administration ensuring that programs meet the High Quality Indicators for a Program of Study. Courses in the programs are taught by CTE credentialed teachers and follow the CTE Model Curriculum Standards. Support for the programs in the district have come from CTEIG and site funds. Recently, this has been augmented with CTE Incentive Grant funds and K-12 Strong Workforce grants. CTE funds from Perkins, CTEIG, and K-12 Strong Workforce Program provide over \$1,500,000 a year to support RJUHSD CTE programs.

Oakmont High School offers CTE Pathways in: Food Service and Hospitality (Culinary), Construction Technology, Media, and Graphic Design, and Health Careers Pathway (partially funded through the California Partnership Academy Grant and evaluated for effectiveness through the grant renewal process).

Courses that are offered at Oakmont for the 2023-2024 school year that are part of a Program of Study include:

### Graphic Design Pathway

- Graphic Design 1
- Graphic Design 2
- DE Graphic Design 3

### Media Pathway

- Multimedia
- Advanced Media
- Media Management
- Advanced Media Production

### Culinary Pathway

- Culinary 1
- Culinary 2
- Culinary 3

### Construction Pathway

- Construction Tech 1
- Construction Tech 2
- Construction Tech 3

### Health Careers Academy Pathway

- Adv Medical Science
- Hospital Practicum

Courses in the CTE Pathways model the CTE curriculum standards and career ready practices based on industry sector recommendations. Many courses also meet high school graduation requirements and in some cases meet the UC A-G requirements. CTE courses/programs collect demographic data and must report progress with goal setting in order to comply with Carl Perkins funding and CTEIG funding. The Advisory Council (CTEAC) and Perkins grant funding application process all evaluate the effectiveness of the courses through student data and instructor progress reports. The site CTEAC consists of representatives from each site in the district as well as industry partners in the areas listed above. The District CTEAC consists of district level CTE staff, Assistant Principal overseeing CTE from each site, and a community liaison.

For information about the district's career technical programs please contact Director of CTE & Assessment, Shane Waggoner at the district office, (916) 786-2051 or [swaggoner@rjuhsd.us](mailto:swaggoner@rjuhsd.us).

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	771
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.25
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	74.67

## 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.

## 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.3%	95.3%	95.7%	95.0%	93.1%

## 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.

## 2023-24 Opportunities for Parental Involvement

Oakmont has reached out to both parent and community members to partner in actively engaging them in the teaching and learning process. There are numerous parents and community members who work to support the positive school culture we are working hard to establish for our students. Parents interested in opportunities at the site can find contact information on the

## 2023-24 Opportunities for Parental Involvement

school's website. Each year, activities such as Back to School Nights, Senior Meetings, Program and Pathways Night, as well as AP and IB parent meetings present an opportunity for parent involvement in the teaching and learning process. Parents are also given access to Homelink in an effort to provide parents and families with up to date grade and curricular information.

The Oakmont Parent Club (OPC) promotes parental and community involvement through financial support above what is provided by the school. The OPC works with both academic and athletic programs on campus to fundraise for both athletic and academic supplies needed to provide excellent learning opportunities in the classroom and incredible athletics. Individual teachers are able to request financial assistance through OPC to assist with instructional materials, equipment, and supplies. Parents also volunteer to support the senior class by organizing, fundraising, and supervising the Sober Grad Night activity at the end of each school year. The event educates students on the importance of abstaining from alcohol use while also providing a safe environment for our students. In addition, each individual sport and or club is responsible for working together to create a fun and engaging program for students. Our sports booster clubs are completely formed and operated by parents with the purpose of supporting and fundraising for their team/program (i.e. Basketball, Football, Band, etc.). Each club/sport/program has many fundraising events that typically involve connections and partnerships with outside community resources (i.e. Chick-fil-A, Mr. Pickles, etc.). Our football, baseball, basketball, soccer, and water polo teams sell advertising banners that support and promote local businesses in exchange for monetary donations.

Parents, students, and staff are also actively involved in the OHS school community through their participation on the School Site Council. School Site Council members are elected to a one-year term of service for students and two-year term for staff/parents. The IB parent club is also very involved in supporting and serving the OHS community. These parents work in conjunction with the IB Coordinator to raise funds to support students who have financial difficulties. The monies they raise are used to provide financial assistance for students and families in need. We have also established a strong connection to our non-English speaking families through the implementation of our English Language Advisory Committee (ELAC). These non-English speaking families work with certificated and classified staff to advise the Site Council and school staff of the special needs these students have and how we can better serve this population. Our Safety Teams includes parents as team members. As a staff, we work hard to develop and implement programs and activities that will engage our students while also drawing upon the support of our parents and the community. We run a welcoming/onboarding activity, Blue Crew, at the start of each year to welcome and support the students in the freshmen class as well as parents. Each spring, we welcome the incoming parents to our Eighth Grade Parent Night, at which time we share with them specifics about our school and how they can partner with us to make their experience at OHS an incredible one. Along with this night, we encourage both eighth grade students and parents to explore the elective programs offered, through an Program and Pathways Night. This event allows students and families to speak with elective teachers and gather information on individual elective programs prior to registering for their classes. These early connections allow time for the student, family, and OHS staff to get to know one another prior to entering OHS.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	6.9	3.3	5.7	10	5.8	6.5	9.4	7.8	8.2
<b>Graduation Rate</b>	91.3	92	89.2	88.1	90.9	91.8	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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
<b>All Students</b>	371	331	89.2
<b>Female</b>	205	195	95.1
<b>Male</b>	162	133	82.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	39	39	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	26	25	96.2
<b>Hispanic or Latino</b>	105	85	81.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	17	13	76.5
<b>White</b>	167	154	92.2
<b>English Learners</b>	23	11	47.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	148	118	79.7
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	43	23	53.5

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1448	1431	272	19.0
Female	707	700	140	20.0
Male	726	717	127	17.7
Non-Binary	15	14	5	35.7
American Indian or Alaska Native	9	9	5	55.6
Asian	114	112	9	8.0
Black or African American	43	41	13	31.7
Filipino	54	54	5	9.3
Hispanic or Latino	431	427	102	23.9
Native Hawaiian or Pacific Islander	13	13	1	7.7
Two or More Races	50	49	11	22.4
White	704	697	123	17.6
English Learners	113	112	30	26.8
Foster Youth	3	3	2	66.7
Homeless	30	29	13	44.8
Socioeconomically Disadvantaged	510	498	143	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	168	166	58	34.9

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	4.06	3.87	0.69	3.63	4.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.14	0.00	0.02	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.87	0.14
Female	1.7	0
Male	5.92	0.28
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.75	0
Black or African American	9.3	0
Filipino	0	0
Hispanic or Latino	4.64	0.23
Native Hawaiian or Pacific Islander	7.69	0
Two or More Races	4	0
White	3.69	0
English Learners	7.96	0
Foster Youth	0	0
Homeless	10	0
Socioeconomically Disadvantaged	5.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.93	0.6

## 2023-24 School Safety Plan

Safety Committee reviews Safety Plan during the first 4 meetings of the school year, at these meetings the safety goals for the year are set and updates based on needs as determined by the site safety team. Once updates have been made and approved by the Site Safety Team, the plan goes to the School Site Council for approval. In February, the plan gets sent to the school board for approval. This year's safety plan review included updates to each safety Component: 1. People and Programs, 2. Campus and Facilities and 3. Policies and Procedures. The Site Safety team includes a parent, 2 teachers, activities director, nurse, Wellness coordinator, clerical personnel, school psychologist, SRO and administrator.

Some key additions to this year's plan, is update the implementation process for Behavior Threat Assessment Management, re-establish positive student culture through our Viking expectations with the Climate and Culture team, and conduct our own Vulnerability Assessment to the physical safety components of our school site. This assessment will be done in partnership with our trained SRO and site Assistant Principal. This will allow us to access safety updates needed to support a more secure and welcoming Oakmont campus.

Staff and students review safety protocols monthly during our Staff meetings in our "Staff Safety Minute" and safety drills are conducted to ensure all stakeholders are prepared. All staff is connected to the Catapult EMS System to ensure proper communication during an emergency. Oakmont has a full time school resource office and nurse on campus.

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	9	22
Mathematics	29	6	13	17
Science	28	5	8	13
Social Science	30	9	6	30

## 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	25	13	16	11
Mathematics	26	9	17	7
Science	25	9	10	6
Social Science	26	15	16	12

## 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	22	23	13	9
Mathematics	22	14	11	7
Science	29	4	5	11
Social Science	24	18	6	12

## 2022-23 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	276

## 2022-23 Student Support Services Staff

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

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$9,713	\$1,738	\$7,975	\$85,267
<b>District</b>	N/A	N/A	\$8,012	\$94,530
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.5	-6.6
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	19.0	-9.9

## Fiscal Year 2022-23 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. In addition, school sites have Prop 28 money to support the visual and performing arts programs.

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

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

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

The Intervention for struggling learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended after school hours, additional transportation after hours, home visits, Wellness Center interns.

In addition, Districtwide activities include ensuring students and teachers are supported with the NGSS Standards in science, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

Oakmont High School uses funding to support our students in a variety of ways. Using supplemental LCAP funds, we have increased our staffing in our Fifth period (Odyn's Odyssey), after school tutoring center. We have two Learning Support Specialists running this program. Both are after school hours as well and are designed to provide support to students in need with those curricular areas.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,934	\$57,234
<b>Mid-Range Teacher Salary</b>	\$86,125	\$95,467
<b>Highest Teacher Salary</b>	\$112,801	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$153,476
<b>Average Principal Salary (High)</b>	\$185,165	\$173,198
<b>Superintendent Salary</b>	\$259,250	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	33.83%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	5.23%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	20.6
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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	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	0
Social Science	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	15

## 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.

The RJUHSD has recently taken on other professional development areas that addresses student wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. Especially for students who have historically struggled in school. RJUHSD instructional focus is Learner Driven Instruction (LDI), Tier 1 Instruction, ELD and Co-Teaching).

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 has ensures that every student has a personal digital device for learning. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer.

This year the staff at Oakmont will attend the following trainings:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Positive Behavior Intervention Systems (PBIS)
- California Activities Director Association (CADA)

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists along with site based onboarding. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

# Professional Development

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	