

Roseville 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

School Name	Roseville High School
Street	1 Tiger Way
City, State, Zip	Roseville, CA 95678
Phone Number	(916)782-3753
Principal	Ashley Serin
Email Address	aserin@rjuhsd.us
School Website	www.rosevilletigers.org
County-District-School (CDS) Code	31-66928-3136504

2023-24 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website	www.rjuhsd.us

2023-24 School Description and Mission Statement

Roseville High School, the High School on the Hill, was established in 1912 and is located on Tiger Way in the heart of Roseville in Placer County. For over a century, Roseville High School graduates have contributed to the communities in which they live and work; together with local businesses they continuously give back to RHS with generous donations and scholarships that stimulate future growth and development in the current student body. As such, graduates of RHS are largely responsible for the pillars of tradition and community that under-gird the foundation of this school. Roseville High School strives to continue this tradition of excellence. Our student body benefits greatly from a highly professional, collaborative staff dedicated to implementing engaging instruction, teaching 21st century skills, and preparing all students for college and career readiness. In short, the faculty and staff of Roseville High School are dedicated to our mission: We encourage and engage all students in relevant learning to support them on their post-secondary pathways.

The faculty and staff of Roseville High School is committed to seeing every student succeed. To ensure this success, we set the following goals:

- - RHS will increase the percentage of students performing at grade level.
- - RHS will increase the percentage of graduates that are college and career-ready.
- - RHS will improve student access schoolwide.
- - RHS will improve student wellness.
- - RHS will develop and implement strategies for communication and engagement of parents and community in the educational process.

RHS offers a comprehensive array of course sequences, including Advanced Placement courses; a robust Career and Technical Education program including Project Lead the Way biomedical, Project Lead the Way engineering, computer science, media productions, and culinary and hospitality management; and visual and performing arts. Further, RHS has been recognized as an AVID National Demonstration Site, the only school in our district to earn this distinction. RHS also offers Special Education and English Learner programs. Both have multiple classes and programs to support students throughout high school. Finally, RHS includes an intervention period within the school day to provide access to teachers and enhance academic achievement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	371
Grade 10	395
Grade 11	451
Grade 12	400
Total Enrollment	1,617

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	52.6%
American Indian or Alaska Native	0.9%
Asian	8.2%
Black or African American	3.8%
Filipino	3.3%
Hispanic or Latino	29.5%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	3.3%
White	49.2%
English Learners	6.5%
Foster Youth	0.4%
Homeless	1.7%
Migrant	0.4%
Socioeconomically Disadvantaged	31.3%
Students with Disabilities	10.2%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.40	86.42	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.15	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.90	9.28	44.40	8.25	12115.80	4.41
Unknown	2.60	3.11	17.10	3.19	18854.30	6.86
Total Teaching Positions	86.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.20	91.03	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.24	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	0.41	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	3.04	16.90	3.00	11953.10	4.28
Unknown	3.40	4.27	23.80	4.21	15831.90	5.67
Total Teaching Positions	80.40	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	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

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	0.50
Local Assignment Options	7.90	1.90
Total Out-of-Field Teachers	7.90	2.40

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	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 & Language Arts, 3rd course (Holt) © 2003</p> <p>English 10: Literature & Language Arts, 4th course (Holt) © 2003</p> <p>English 11: Literature & Language Arts, 5th course (Holt) © 2003</p> <p>English 12: Literature & 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>		
Mathematics	<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>Precalculus: Advanced Mathematical Concepts Precalculus with Applications (Glencoe) © 2017</p> <p>College Algebra: Algebra and Trigonometry (Pearson) © 2018</p> <p>AP Calculus: Calculus: Early Transcendentals Thompson Brooks/Cole © 2003</p> <p>AP Statistics: Stats: Modeling the World (Pearson) © 2015</p>	Yes	0.0%
Science	<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>AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019</p> <p>AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005</p> <p>AP Physics: College Physics (10th edition) (Cengage) © 2015</p>	Yes	0.0%
History-Social Science	<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>	Yes	0.0%

	<p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008</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 Comparative Government: Essentials of Comparative Politics with Cases, 5th Edition (W.W. Norton and Co.) © 2015</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>		
Foreign Language	<p>Spanish 1, 2, 3: Realidades 1, 2, 3 Pearson © 2011</p> <p>AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024</p> <p>French 1, 2, 3: Discovering French Bleu, Blanc, Rouge McDougal Littel © 2004</p> <p>French 1, 2, 3: D'accord 1 and 2, Vista Higher Learning © 2015</p> <p>French 4: Discovering French Rouge, McDougal Littell © 2004</p>	Yes	0.0%
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
Visual and Performing Arts	AP Art History: Gardener's Art Through the Ages (Cengage Learning) © 2015	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

RHS is a safe and clean campus, maintained by site and district maintenance and custodial teams. Classrooms are cleaned on a regular schedule every other school day and restrooms are checked and cleaned on a daily basis. Roseville High utilizes their administrators, three full time and two part time campus monitors with radio communication to supervise and monitor the campus before, during, and after school hours.

Volunteer projects, coordinated by RHS Parents' Club and student leadership groups, enhance the campus appearance. The district maintenance staff maintain and repair facilities in a timely manner to preserve a safe environment for all educational and instructional activities. Safety walks are conducted regularly to ensure that all facilities are inspected on a routine basis. As new construction or renovations are completed, all appropriate upgrades are incorporated into regular inspection and custodial schedules.

Through the budgeting expertise of our district and the efforts of our local community in passing Measure D, Roseville High School has been able to address current needs and set priorities for future upgrades and repairs. Current facility improvements include a renovation of the cafeteria kitchen, a student kitchen for our Independent Living Skills program, campus lighting, carpeting, revitalizing our library, revitalization of main student and staff restrooms, and roofing repair. Priorities for facilities upgrades through Measure D funding include the modernization of teaching stations, adding a new gym, improving our pool facility, revitalizing campus landscaping, and updating our stadium press box, restrooms, snack bar, and home-side bleachers.

Year and month of the most recent FIT report

4/6/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repairs were noted and work orders were made: 403-missing ceiling tile north wall. Stained floor tiles by teacher desk. P30-carpet seams. 920-carpet seam.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made: P29-broken clock. 910-Broken wall plate north wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. Boys ablock-broken tampon machine. Boys locker room floor tiles in shower.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repairs were noted and work orders were made. P40,P41,P42-outside electrical wood box broken.
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	66	60	66	62	47	46
Mathematics (grades 3-8 and 11)	31	27	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
All Students	445	433	97.30	2.70	60.28
Female	225	217	96.44	3.56	64.98
Male	218	214	98.17	1.83	55.14
American Indian or Alaska Native	--	--	--	--	--
Asian	40	38	95.00	5.00	63.16
Black or African American	17	17	100.00	0.00	29.41
Filipino	13	13	100.00	0.00	92.31
Hispanic or Latino	125	123	98.40	1.60	52.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	52.94
White	208	202	97.12	2.88	67.33
English Learners	27	24	88.89	11.11	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	26	96.30	3.70	65.38
Socioeconomically Disadvantaged	122	116	95.08	4.92	42.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	14.29

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
All Students	443	433	97.74	2.26	26.79
Female	224	217	96.88	3.12	24.88
Male	217	214	98.62	1.38	28.04
American Indian or Alaska Native	--	--	--	--	--
Asian	39	38	97.44	2.56	39.47
Black or African American	17	17	100.00	0.00	0.00
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	125	123	98.40	1.60	15.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	26.47
White	207	202	97.58	2.42	31.68
English Learners	26	25	96.15	3.85	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	26	96.30	3.70	26.92
Socioeconomically Disadvantaged	122	117	95.90	4.10	13.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	2.94

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
Science (grades 5, 8 and high school)	41.55	38.78	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
All Students	819	793	96.83	3.17	38.69
Female	405	387	95.56	4.44	39.79
Male	410	403	98.29	1.71	37.16
American Indian or Alaska Native	--	--	--	--	--
Asian	68	66	97.06	2.94	50.00
Black or African American	28	27	96.43	3.57	22.22
Filipino	26	25	96.15	3.85	68.00
Hispanic or Latino	228	218	95.61	4.39	24.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	27.91
White	412	402	97.57	2.43	45.14
English Learners	44	38	86.36	13.64	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	38	37	97.37	2.63	43.24
Socioeconomically Disadvantaged	229	218	95.20	4.80	22.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	47	88.68	11.32	6.38

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 11 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. CTE funds from Perkins, CTEIG, and K-12 Strong Workforce Program provide over \$1,500,000 a year to support RJUHSD CTE programs.

RHS believes that a graduate's best preparation for post-secondary education involves a well-rounded selection of courses connecting to student interest, building industry skills, and aptitudes. School-wide, our counselors use career-interest surveys and other tools to help students focus on their futures and see the connections between education and career. Roseville High School curriculum offerings include five Programs of Study: Computer Science; Media; Culinary; PLTW Biomedical; PLTW Engineering. These programs meet annually with a Career Technical Education Advisory Committee (CTEAC) that includes, but is not limited to, 3 industry related partners, RJUHSD representatives, RHS Site administration, Program Sector Teacher partners, and student participants. All five of the CTE programs include student-run leadership experiences that provide opportunity for real world participation and/or competition on local, county, state and national levels.

In addition, RHS students and families have full access to our College and Career Center, a hub of resources and information for career planning. RHS annually hosts a Career Fair in which many community leaders share career and education information and resources in such pathways as Arts, Technology, and Communication; Architecture and Construction; Business Management and Administration; Education and Training; Health Science; Hospitality and Tourism; Government and Public Administration; Information Technology; Marketing; Finance; Law, Public Safety, Corrections and Security; Transportation, Distribution and Logistics; and Science, Technology, Engineering, and Mathematics.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	806
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.4
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.78
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	64.98

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	85.8%	85.5%	85.5%	86.3%	86.3%

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

Parents play an important role as partners in the education of Roseville High School students. RHS encourages and supports the involvement of parents through organized groups and regular meetings. Parents' Club is an academic booster organization supporting student learning. Monthly meetings involve guest speakers providing important information for parents such as college applications and scholarship opportunities, current issues on campus, and cybersafety. Other opportunities for parent involvement include Athletic Boosters, Music Boosters, English Language Advisory Committee, School Site Council, and Alumni Association. Meetings include updates from student activities, guest speakers, monthly events, and discussion of important school issues.

Parents are active planners, contributors, and participants in annual events such as Parent/Student Orientation, Back-to-School Night, Homecoming Week, High School on the Hill Night, Tiger Pride Award distribution, newsletter preparation, athletic events, activities, awards assemblies, parades, banquets, dances, and graduation activities. Involvement in one or more of these groups provides a forum for the parent voice, an opportunity for parent leadership, and ensures a valued partnership in educating the students of Roseville High.

Please contact the following groups for more information regarding parent involvement:

Parents' Club: Matt Pipitone, 916-782-3753 ext. 3064

School Site Council or Alumni Association: Ashley Serin, 916-782-3753 ext. 3070

English Language Advisory Committee: Nancy Munoz, 916-782-3753 ext. 3026

Athletic Boosters: Jason Wilson, 916-782-3753 ext. 3061

Music Boosters: Michael Austin, 916-782-3753 ext. 3961

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
Dropout Rate	8.5	9.1	7	10	5.8	6.5	9.4	7.8	8.2
Graduation Rate	88.9	87.5	90.9	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	384	349	90.9
Female	186	170	91.4
Male	196	177	90.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	31	28	90.3
Black or African American	15	12	80.0
Filipino	13	12	92.3
Hispanic or Latino	101	89	88.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	207	193	93.2
English Learners	29	21	72.4
Foster Youth	--	--	--
Homeless	15	9	60.0
Socioeconomically Disadvantaged	163	141	86.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	22	61.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1724	1682	297	17.7
Female	805	783	136	17.4
Male	905	887	157	17.7
Non-Binary	14	12	4	33.3
American Indian or Alaska Native	16	16	4	25.0
Asian	135	132	13	9.8
Black or African American	67	66	13	19.7
Filipino	57	56	3	5.4
Hispanic or Latino	513	499	108	21.6
Native Hawaiian or Pacific Islander	17	17	3	17.6
Two or More Races	60	59	20	33.9
White	841	821	127	15.5
English Learners	128	122	36	29.5
Foster Youth	10	9	4	44.4
Homeless	47	43	14	32.6
Socioeconomically Disadvantaged	607	588	168	28.6
Students Receiving Migrant Education Services	9	9	3	33.3
Students with Disabilities	189	183	62	33.9

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	0.71	4.20	6.09	0.69	3.63	4.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.29	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	6.09	0.29
Female	3.48	0.12
Male	8.29	0.44
Non-Binary		
American Indian or Alaska Native	6.25	0
Asian	3.7	0.74
Black or African American	11.94	0
Filipino	1.75	0
Hispanic or Latino	9.36	0.58
Native Hawaiian or Pacific Islander	11.76	0
Two or More Races	8.33	0
White	4.16	0.12
English Learners	12.5	0.78
Foster Youth	0	0
Homeless	19.15	0
Socioeconomically Disadvantaged	10.71	0.82
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.17	0.53

2023-24 School Safety Plan

The RHS School Site Safety Plan was developed in collaboration with our School Site Safety Team and presented to the School Site Council beginning in the fall term and adopted in January of the spring term for the 2023-24 school year. This plan is comprised of three goals:

Goal #1 - Physical Environment: Provide Roseville High School students and staff a safe social and academic environment.

Goal #2 - Campus and Facilities: Roseville High School will maintain a safe, secure, and orderly facility and environment for students and staff.

Goal #3 - Policy and Procedures: Build strong collaborative relationships with local and on campus departments, local Fire, Law Enforcement, parent organizations and the student body for emergency preparedness training activities.

Student safety is paramount to sound educational practice. Roseville High School is proactive in building attitudes and practices that emphasize safety. Roseville High School employs the PBIS (Positive Behavioral Intervention and Support) program fostering positive school character represented by ROAR (Respect, On task, Aware, and Responsible). Our faculty, staff, and students are dedicated to the elimination of bullying and other mind-sets that hinder the growth of a safe and secure school climate.

Roseville High uses CatapultEMS, a tech-based system that allows students and staff to report danger, crisis, and student safety status from anywhere on campus via electronic devices. The anonymous bullying reporting portal and QR code is available in each classroom and on the school website. In addition, a comprehensive video surveillance system has been installed. RHS faculty and staff review and practice crisis response early in each term and throughout the remainder of the school year. The School Site Safety Team, composed of teachers, administrators, counselors, and office staff, meet monthly to review and discuss safety and/or crisis response incidence, annual school site safety plans and crisis response processes and procedures. This Site Safety Team partners with the Roseville Police Department and reviews safety-related issues, plans prevention, intervention, and postvention activities with students, parents, and community. Our school site safety

2023-24 School Safety Plan

plan is reviewed and approved in the spring term of each year.

For information on RHS' Crisis Response Team and/or RHS' Safety Plan, contact Jason Wilson at (916) 782-3753 or jwilson@rjuhsd.us.

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	32	8	7	27
Mathematics	33	4	11	17
Science	28	2	20	4
Social Science	36	1	6	24

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	30	5	18	14
Mathematics	28	7	19	5
Science	30	2	14	6
Social Science	32	1	12	19

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	30	7	8	18
Mathematics	28	3	17	7
Science	28	1	17	3
Social Science	31	3	5	18

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	323.4

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
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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
School Site	\$9,739	\$1,741	\$7,998	\$96,537
District	N/A	N/A	\$8,012	\$94,530
Percent Difference - School Site and District	N/A	N/A	-0.2	5.8
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	19.2	2.5

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.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP goals are as follows:

1. RJUHSD students will be college, career, and life ready.
2. Improve student academic performance and achievement for students by providing course access in order to close the achievement gap.
3. Equity and Inclusion is a goal to ensure all students have access to broad and rigorous courses, are able to participate in school activities, and that we work on culture and climate of inclusion for all people.
4. Improve student and parent engagement and involvement by improving communication through the school sites, to students and parents about resources, extra-curricular, and co-curricular activities that are available to the community.

At Roseville High School, our School Plan for Student Achievement (SPSA) aligns closely with the District LCAP goals, providing funding for intervention and support at all levels to ensure that all students are prepared for post-secondary education. Our after school tutoring program is accessible to all students, receiving LCAP funding to supply materials and pay trained student and teacher tutors. A late bus is available for student transportation. At the Advanced Placement level, we provide review materials to students and support AP exam review sessions and AP tutoring. AP teachers also benefit from professional development opportunities. Funds are also used to support our Dual Enrollment courses so students have the opportunity to take a college course while on campus. Finally, funds have been allocated to grow our CTE programs, such as Computer Science, Multimedia, and Culinary, in addition to PLTW Biomedical Science and PLTW Engineering. We support our AVID program by providing highly qualified tutors to facilitate student learning among our first-generation university-bound students. We fund college tours and field trips to expose these students to college life.

Supporting our English Learners has been a focus at both the district and site level. Through our SPSA we provide funding for English Language classes and an ELD coach to support effective first instruction. Finally, we understand that we need to serve the whole child, so site funding goes to support Restorative Practices, PBIS, and a focus on equity.

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.5
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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	3
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	0
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

The RJUHSD provides regularly scheduled (three full days annually) professional development training, with topics such as curriculum implementation, instructional strategies, and accelerating student achievement through technology. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement, especially so for students who have historically struggled in school. The RJUHSD provides professional development related to Canvas LMS training, developing expert learners, and clarity of instruction. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups. Addressing content area professional development needs varies by content area. 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 throughout the year.

New staff throughout the district gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content teacher leaders from each school site present general staff professional development. Professional development includes, but is not limited to, administrative and peer coaching, tracking and analyzing student learning results, and targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. Teachers from almost all content areas 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.

Roseville High School believes in employing the best educators to serve our students and in providing professional development to meet our teachers' needs. In addition to the three full professional development days district wide, our staff engages in professional development at monthly staff meetings. With a focus on effective first instruction, three teachers serve as teacher coaches to assist our teachers with ELD, AVID, and LDI strategies. These teachers are available to demonstrate effective strategies at monthly staff meetings, department meetings, PLT meetings, and with individual teachers. Roseville High School is committed to being intentional about valuing each student as an asset in the classroom and on our campus. To that end, the staff engages in professional development to implement and improve our understanding of equity and inclusion. Additionally, our teachers train with College Board in Advanced Placement courses, gaining knowledge and skills in content and delivery. AVID Summer Institutes are well attended by teachers from all core departments, and our CTE and PLTW teachers enjoy opportunities for professional growth in their various pathways.

Professional Development

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

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