

# Granite Bay High School

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



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

#### SARC Overview



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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Granite Bay High School
<b>Street</b>	1 Grizzly Way
<b>City, State, Zip</b>	Granite Bay, CA 95746
<b>Phone Number</b>	(916) 786-8676
<b>Principal</b>	Gregory Sloan
<b>Email Address</b>	gsloan@rjuhsd.us
<b>School Website</b>	<a href="https://gbhs.rjuhsd.us">https://gbhs.rjuhsd.us</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	31 66928 3130184

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Granite Bay High School is a public high school, established in 1996, and is the fourth of six comprehensive schools in the Roseville Joint Union High School District. GBHS is located in the foothills of the California Sierra Nevada mountains adjacent to the fast-growing technology industries of Placer County. Situated on a beautiful campus featuring state-of-the-art technology, multiple athletic venues, and a 500-seat performing arts theater, Granite Bay High School serves students in grades 9-12 in the community of Granite Bay as well as the southeastern part of the city of Roseville. The school is also open to both inter and intra transfers. Economically, Granite Bay is primarily a college-educated and affluent community with 24% being categorized as socially economically disadvantaged (SES). All comprehensive high schools in the Roseville Joint High School District are on

## 2024-25 School Description and Mission Statement

a 4x4 block schedule with the school year split into two 18-week terms. Students are enrolled in four classes each term. Each semester-long course at GBHS is equal to a year-long course in a high school on a traditional six-period schedule. This schedule allows students to explore their passions, repeat courses for a more successful finish, and/or accelerate their learning. Students must earn 260 credits to graduate. Granite Bay High School current enrollment is 2032 students.

Granite Bay High School has robust academic programs including 20 Advanced Placement Courses, 7 Career Technical (CTE) pathways, the International Baccalaureate (IB) diploma and certificate programs and several Dual Enrollment courses that are articulated with the local community college. During the 2023-2024 school year, 89% of students passed their AP exams, 92% of students passed their IB exams, 75% met or exceeded state standards in English (ELA) and 62% in Math on state-wide assessments. Along with a tradition of excellence in the classroom, Granite Bay High School has many highly successful co-curricular programs such as the award-winning marching band, journalism, yearbook, speech and debate, theater and visual art departments which annually sweep multiple competitions across the state and the nation. GBHS also boasts over 24 athletic programs, many that continuously rank high in state and local competitions. There are also over 50 student-led clubs that are available for students to participate in a variety of interest areas as well as National Honor Society and the California Scholarship Federation. Granite Bay High School was selected as a California Distinguished School in 2002, 2007, and 2021 and has received recognition as a National Blue Ribbon Award Winner in 2002 and as a Gold Ribbon School in 2017. In 2023 and 2024 Granite Bay High School received the College Board AP Honor Roll Awards. GBHS is annually recognized with national organizations and rankings as being a high performing school locally and nationally.

### Mission Statement

Granite Bay High School is a positive learning community of high expectations that prepares all students for post-secondary success.

### Guiding Principles

- Students will be challenged by a relevant and rigorous curriculum that provides high standards and expectations for every level of ability and interest.
- Students will have multiple opportunities to make informed decisions in a supportive caring environment.
- Students will attend an emotionally and physically safe campus where students, staff, and the community promote social and individual responsibility as well as integrity in all areas.
- Students will be served through a process of continuous assessment and feedback that values the active participation and contributions of students, staff, parents, and other stakeholders.
- Students will be exposed to high-quality co-curricular programs that recognize and reward participation, personal growth, leadership, and achievement.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	498
Grade 10	531
Grade 11	484
Grade 12	492
<b>Total Enrollment</b>	<b>2,005</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	49.9
Non-Binary	0.3
American Indian or Alaska Native	0.7
Asian	17
Black or African American	2.6
Filipino	2.6
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.9
White	55.7
English Learners	2.5
Foster Youth	0.1
Homeless	0.1
Socioeconomically Disadvantaged	23.5
Students with Disabilities	6.4

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	76.60	89.50	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>	7.80	9.17	44.40	8.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.10	1.32	17.10	3.19	18854.30	6.86
<b>Total Teaching Positions</b>	85.60	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>	77.00	91.83	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>	0.90	1.18	8.90	1.58	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	2.71	16.90	3.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.50	4.27	23.80	4.21	15831.90	5.67
<b>Total Teaching Positions</b>	83.80	100.00	566.30	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	79.30	90.46	514.00	89.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.90	0.68	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	1.70	11.90	2.08	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.50	4.06	24.60	4.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.30	3.76	20.00	3.48	14303.80	5.15
<b>Total Teaching Positions</b>	87.60	100.00	574.60	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0.9
<b>Misassignments</b>	0.00	0.90	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.90	1.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	7.80	2.20	3.5
<b>Total Out-of-Field Teachers</b>	7.80	2.20	3.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.8	1
<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)	0.00	0	0

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

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

Year and month in which the data were collected: November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006  English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023	Yes	0.0%
<b>Mathematics</b>	Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022  Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022  Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022  Precalculus: Precalculus with Limits (Houghton Mifflin) © 2008  College Algebra: Algebra and Trigonometry (Pearson) © 2018  AP Statistics: Stats: Modeling the world (Pearson) © 2015	Yes	0.0%

	<p>AP Calculus AB/BC: Calculus Early Transcendentals 9th ed © 2009</p> <p>IB Math: IB Math SL, HL, and HL Options, Oxford University Press, © 2019</p>		
<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>AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019</p> <p>AP Chemistry: Chemistry (Houghton Mifflin), © 2007</p> <p>AP Physics: College Physics (10th edition) (Cengage) © 2015</p> <p>AP Physics C: Physics for Scientists and Engineers (Brooks/Cole), © 2008</p> <p>IB Biology: Oxford IB Diploma Programme: IB Prepared: Biology, Oxford Press, © 2023</p> <p>IB Chemistry: Chemistry (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) © 2010</p> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008</p> <p>AP World History: Ways of the World with Sources for the AP® Modern Course, Fourth Edition © 2020</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>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>IB History of the Americas: History for the IB Diploma: Rights and Protest E-book, Cambridge University Press; 2nd edition © 2019</p>	Yes	0.0%



	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		
<b>Foreign Language</b>	AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024  French 1, 2, 3: D'accord (Vista) © 2015  Spanish 1: Senderos 1 (Vista Higher Learning) © 2023  Spanish 2: Senderos 2 (Vista Higher Learning) © 2023  Spanish 3: Senderos 3 (Vista Higher Learning) © 2023  IB Spanish: Manana Spanish B for the IB Diploma Coursebook © 2018  IB French: Imaginez (Vista) © 2012	Yes	0.0%
<b>Health</b>	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
<b>Visual and Performing Arts</b>	AP Art History: Gardener's Art Through the Ages (Cengage Learning) © 2016 Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company © 1995 Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

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

## School Facility Conditions and Planned Improvements

Granite Bay High School has a clean and safe campus. Seven full-time custodial, maintenance, and grounds employees clean and maintain 82 classrooms, 6 technology labs, a 500-seat theater, the Learning Center, cafeteria and two gymnasiums. The campus is also fortunate to have an all-weather track and field, an upgraded swimming pool complex, solar parking covers in the main parking lot, a state of the art weight training facility, and several athletic fields including separate fields for soccer, football, baseball, and softball. Replacement of the field turf in the stadium occurred during the summer of 2017, which has increased student safety and provided an all-weather facility for use by football, soccer, and lacrosse teams. In addition, the softball facilities underwent renovation and modernization during the summer of 2017, providing an excellent and contemporary facility for our softball players. As of 2024, the cafeteria and large gym were repainted on the interior and the weight room building has had a full exterior paint job.

All teaching stations, restrooms, and facilities are cleaned and maintained in accordance with local, district, and state standards. Our commitment to student health and safety is manifested through the staffing of five full-time comprehensive counselors, a learning support specialist, 7 para-educators, a school nurse, full-time School Resource Officer, three 7-hour campus monitors, and one full time and one part time psychologist. GBHS has a closed-campus policy. Students and visitors are supervised and monitored before school, during breaks, at lunch and immediately after school by the principal, four assistant principals, School Resource Officer, and two campus monitors. Teachers and administration also supervise extra-curricular activities as needed in order to ensure student safety.

In the fall of 2016, residents of the RJUHSD attendance area voted in favor of passing "Measure D", a bond measure. In 2023 the school added a full snack bar/restroom/ticket booth facility to serve both home and visiting fans in the stadium. In the fall of 2024 a full campus roofing project will be completed.

<b>Year and month of the most recent FIT report</b>	4/23/2024
---	-----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Repairs were noted and work orders were made.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			New bottle filling stations around campus
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			New roof campus-wide fall of 2024, including new leak proofing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	75	62	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	59	61	36	36	34	35

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	487	473	97.13	2.87	74.63
Female	235	226	96.17	3.83	80.53
Male	252	247	98.02	1.98	69.23
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	76.74
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	67	63	94.03	5.97	65.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	82.14
White	278	270	97.12	2.88	76.30
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	55.56
Socioeconomically Disadvantaged	113	109	96.46	3.54	59.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	488	480	98.36	1.64	61.46
<b>Female</b>	236	230	97.46	2.54	60.43
<b>Male</b>	252	250	99.21	0.79	62.40
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	87	86	98.85	1.15	74.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	54.55
<b>Hispanic or Latino</b>	67	65	97.01	2.99	44.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	29	96.67	3.33	65.52
<b>White</b>	278	274	98.56	1.44	61.68
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	18	18	100.00	0.00	44.44
<b>Socioeconomically Disadvantaged</b>	113	111	98.23	1.77	52.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	7.69

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	62.95	61.11	46.26	44.53	30.29	30.73

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	970	945	97.42	2.58	60.85
<b>Female</b>	482	466	96.68	3.32	60.94
<b>Male</b>	488	479	98.16	1.84	60.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	150	150	100.00	0.00	71.33
<b>Black or African American</b>	24	24	100.00	0.00	45.83
<b>Filipino</b>	24	24	100.00	0.00	79.17
<b>Hispanic or Latino</b>	138	131	94.93	5.07	48.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	63	60	95.24	4.76	53.33
<b>White</b>	556	541	97.30	2.70	61.37
<b>English Learners</b>	18	18	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	36	33	91.67	8.33	42.42
<b>Socioeconomically Disadvantaged</b>	173	169	97.69	2.31	41.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	24	85.71	14.29	8.33

## 2023-24 Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of programs of study at each of our six 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. Support for the programs in the district has come from Carl Perkins funds 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 the K-12 Strong Workforce Program provide over \$1,500,000 a year to support RJUHSD CTE programs.

Granite Bay High School provides seven Career Technical Education programs of study that build college and career readiness through dynamic and viable career pathways:

I. Business: This program pathway consists of Principles of Business, Sports and Entertainment Marketing, and the Dual Enrollment (DE) Empowering Entrepreneurs course. Students develop a well-rounded business acumen for future success. Students pursuing further study in Business may participate in FBLA (Future Business Leaders of America), in which students compete with other schools in various business contests, including safe driving marketing campaigns, and a partnership with a local auto dealer that teaches sales and financing skills to students, or the IB Business Management Course.

## 2023-24 Career Technical Education Programs

II. Computer Science: This program pathway consists of Advanced Placement (AP) Computer Science Principles, AP Computer Science A, and International Baccalaureate (IB) Computer Science Standard Level (SL). Students may also have the opportunity to participate in the GBiT program, where students run an actual technical services business on campus. Students also gain management experience through a unique capstone experience in the GBiT program, where student managers enroll in the Technology Innovation course.

III. Construction Technology: This program pathway consists of Construction Technology 1, Construction Technology 2, and Construction Technology 3. The Construction Trades pathway focuses on skill preparation and career awareness in both residential and commercial construction. The pathway emphasizes processes, systems, and how structures are designed and built. The knowledge and skills are acquired through hands-on, project-based, and work-based instruction. Students in this pathway are designed to prepare students for technical training, postsecondary education, and entry to a career in construction and building design, performance, and sustainability.

IV. Engineering: This program pathway consists of three Project Lead The Way courses that combine theory with practice: Intro to Engineering Design, Civil Engineering and Architecture, and Engineering Design and Development. Students also participate in the ACE Mentor Program, where they work with industry experts to produce and present projects under strict specifications and tight timelines. This program is designed to give students experience with various real world tasks and experience using engineering software programs.

V. Journalism: This program pathway consists of Journalism 1, Journalism 2 and Journalism 3. Student in this program students produce the school newspaper and school news website. They also learn various leadership roles within the publication process and compete in national competitions.

VI. Media Production: This program pathway consists of Dual Enrollment (DE) Multimedia, Media 2 and Media 3. The award-winning GBHS Media program builds broadcasting, production, and editing skills for students wishing to go into Arts and Entertainment fields related to media. GBHS students film and "livecast" numerous events, including GBHS sports contests, student plays, and graduation ceremonies. GBHS media students also produce weekly video bulletins and numerous special events.

VII. Professional Photography: This program pathway consists of Professional Photography 1, Professional Photography 2 and Professional Photography 3. Students will learn how to incorporate the elements of art and principles of design to create original, creative, and communicative photographic works using digital SLR cameras. Emphasis will be on learning the qualities of a good photograph through; compositional layout, impact and interest, and manual settings. Students will be expected to exhibit proper management of equipment due to the cost of equipment. Knowledge of basic computer skills expected.

RJUHS also offers districtwide CTE courses available to students in the district in Automotive Services, Health Careers, Internships, Medical Assisting and Medical Terminology.

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

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1043
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	



## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.76
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	73.77

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.10%	88.80%	89.30%	89.10%	89.90%

## C. Engagement

### State Priority: Parental Involvement

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

## 2024-25 Opportunities for Parental Involvement

Granite Bay High School encourages parental involvement. Many parents are involved as volunteers on campus in the Student Store, helping at athletic and activities events, supporting teachers through the Step Up program and serving on school committees, including the Safety Committee, English Language Advisory Committee, LCAP advisory and School Site Council. Parents are encouraged to collaborate with school administration, teachers, students, and other school personnel as part of our Continuous School Improvement (CSI) process at community CSI events. Parents throughout the district were invited to community meetings and numerous outreach efforts engage parents in school programs and opportunities (AP/IB Information Night, 9th Grade transition nights, and Back to School Nights). Most athletic and competing organizations (band, choir, dance, drama, speech) have their own parent support groups in the Booster Association. Several programs include parent volunteers who are formally cleared by the district office's approval processes. For information about parent volunteers or Athletic Booster Club meetings, contact Assistant Principal Sara Wetteland at (916) 786-8676 ext. 5105. For information about School Site Council or School Safety Committee, please contact Principal's Secretary Meagan Swartz at (916) 786-8676 ext. 5123.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	2.7	4.1	2.5	5.8	6.5	5.4	7.8	8.2	8.9
<b>Graduation Rate</b>	95.6	95.3	96.7	90.9	91.8	93.4	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	480	464	96.7
<b>Female</b>	245	237	96.7
<b>Male</b>	235	227	96.6
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	63	63	100.0
<b>Black or African American</b>	14	14	100.0
<b>Filipino</b>	13	13	100.0
<b>Hispanic or Latino</b>	70	66	94.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	22	21	95.5
<b>White</b>	279	271	97.1
<b>English Learners</b>	12	9	75.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	122	114	93.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	35	26	74.3

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

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.41	3.49	2.23	3.63	4.09	3.62	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.08	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.23	0.00
Female	0.97	0.00
Male	3.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.29	0.00
Black or African American	5.56	0.00
Filipino	1.82	0.00
Hispanic or Latino	3.10	0.00
Native Hawaiian or Pacific Islander	5.88	0.00
Two or More Races	2.41	0.00
White	2.36	0.00
English Learners	3.13	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	3.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.25	0.00

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

## 2024-25 School Safety Plan

Our comprehensive safe school plan was last updated after a thorough review of our crime reports, disaster procedures, harassment policies, and school disciplinary practices and inline with state and district policies and procedures. Drafts are reviewed regularly by the school's Safety Committee (which includes school officials - teachers, nurse, site administration & secretary, School Resource Officer, campus monitors, and parent representatives) and by the district safe schools coordinator. The Site Safety Committee meets monthly to review overall school safety, including both preventative and response plans to potential school emergencies. The school's comprehensive school safety plan for 2024-2025 was revised and approved by the school board, including student and staff representatives, in March of 2024. Safety procedures and protocols are reviewed with staff regularly, and safety drills are conducted monthly. School site administrators receive training in drills and Behavior Threat Assessment and Management Team processes. All schools in the Roseville Joint Union High School District use Catapult Emergency Management System (EMS). This comprehensive system allows staff members to quickly and clearly report potential emergency situations to the school's Crisis Response Team and it equips the team to effectively manage emergencies by enhancing communication and student accounting. In addition, students and school community members can anonymously report bullying and similar incidents directly from the school's home page, which alerts school administration immediately of the issue for a timely resolution.

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	16	17
Mathematics	33	2	19	17
Science	30	4	16	12
Social Science	28	9	15	20

## 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	29	9	7	24
Mathematics	32	2	15	22
Science	33	1	9	20
Social Science	30	7	9	21

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	17	19	11
Mathematics	31	3	11	26
Science	32	2	12	14
Social Science	28	6	13	20

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	401

## 2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	2
<b>Social Worker</b>	0
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	1
<b>Other</b>	1

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,917	\$1,160	\$8,757	\$108,225
<b>District</b>	N/A	N/A	\$10,696	\$101,980
<b>Percent Difference - School Site and District</b>	N/A	N/A	-19.9	5.9
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.6	2.8

## Fiscal Year 2023-24 Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on three main goals:

## Fiscal Year 2023-24 Types of Services Funded

Goal 1: RJUHSD Students will be college, career, and life ready.

Goal 2: Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.

Goal 3: Expand support for students and increase parental involvement.

The College Readiness for All (Goal 1) 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 & Career Grade Level Advising Lessons, College Admission Representative Visits, PSAT and SAT opportunities and Credit/ A-G Recovery. Granite Bay High School Counselors provide grade level meetings focused on college readiness. In these sessions Counselors utilize College Board and California Colleges.edu to provide students with an opportunity to research careers and post-high school options. Grade level advising is provided in the classroom. Counselors administer pre and post questionnaires to gather data on the student's plans for after high school. Counselors utilize this data for their grade level meetings in order to match students' interests and goals. There is also a full-time College and Career Tech onsite to help students navigate the college application and FAFSA financial aid process. Social/emotional supports for students include five full-time Counselors for students to access. If additional services are requested/needed, GBHS also has a student Wellness Center staffed with a full time Mental Health Associate, a Family and Community Engagement Liaison, Graduate Level Trainees and Bachelor in Social Work Interns who are available for students if they would like or need additional social/emotional support. Students are able to self-refer with parental consent. Both Counselors and Wellness staff are available on a drop-in basis for check-ins with students.

The Intervention for Struggling Learners (Goals 2 & 3) strand provides academic interventions and supports for all students. Programs that are used to help support struggling learners include extended after school hours with additional transportation after school. A full time Learning Support Specialist also meets with students who are struggling for case-management. Academic interventions offered currently before, during and after-school are as follows:

1. Math tutoring is provided as additional support by credentialed math teachers before and after school.
2. Peer Tutoring is offered every morning except Wednesdays, providing student tutors in areas such as Integrated Math 1-3, Sciences, World Language, and English. Peer tutors are hired and selected as knowledgeable and strong in their respective subject areas tutors. Students are able to make up homework, tests, quizzes, and labs before and after school.
3. Math lab is a math support class offered for students currently enrolled in CCIM1
4. Positive Power class is offered as an academic support class.
5. 28 minutes each Wednesday for teachers to provide in-class interventions during their class period.
6. Expansion of co-teaching services for students with disabilities in general education core classes.
7. English Language 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. English Language Learner Parents/Guardians are invited each semester to meet with our English Language Teacher and to learn about how their students are progressing with their English proficiency in addition to our ELAC committees.

Additionally, district-wide activities include ensuring students and teachers are supported with Common Core State Standards in math and literacy, using technology as an accelerator for learning with 1:1 Chromebooks, and implementing Positive Behavior Intervention and Supports (PBIS) district-wide to help support multi-tiered systems of support.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	44.5
-----------------------------------	------

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	2
English	2
Fine and Performing Arts	3
Foreign Language	2
Mathematics	5
Science	5
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	22

## Professional Development

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



## Professional Development

and staff positive, supportive and affirming learning environments increases student engagement and achievement. This is especially true for students who have historically struggled in school.

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. RJUHSD focus on digital equity ensures that every student has a personal digital device for learning. Additionally, ongoing and regular professional development opportunities are provided to staff throughout the school year. In addition to the three full-day district led events, our Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer. The most recent supports have included ongoing training and workshops to support the transition to the Canvas LMS (Learning Management System) to provide a consistent modality for students to access their work while also providing parents with access to their student's work.

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. 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. West Park has partnered with CAST and PCOE to create a user-centered design that creates multiple access points for students; our staff has collected community data from focus groups and surveys and compiled that data to create a school that fosters equitable outcomes. This year, CAST and PCOE have worked alongside the West Park teacher to engage in instructional rounds designed to promote ongoing Learner Driven Instruction (LDI) practices.

In addition, select groups also received professional development by attending workshops and training annually. The counseling department regularly attends trainings and workshops geared towards learning updates from the CSU and UC system as well as our local community college, Sierra College. The admin and counseling team are attending BTAM (Behavior Threat Assessment Management) to ensure they can identify and refer threats to the site BTAM team for assessment and monitoring. A select group of teachers and administrators attended the California Assessment Conference to learn about the annual state assessments, CAASPP, and each department has specific and unique conferences they attend as needed, such as Advanced Placement training, CATE for English teachers, and the Activities Director regularly attends CATA.

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

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