

Oakmont 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

School Name	Oakmont High School
Street	1710 Cirby Way
City, State, Zip	Roseville, CA 95661
Phone Number	916-782-3781
Principal	Marc Buljan
Email Address	mbuljan@rjuhsd.us
School Website	https://www.rjuhsd.us/oakmont
Grade Span	9-12
County-District-School (CDS) Code	31 66928 3135308

2024-25 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

2024-25 School Description and Mission Statement

Oakmont High School opened its doors in 1966 and is the second of six comprehensive high schools in the Roseville Joint Union High School District (RJUHS). OHS currently serves a diverse population of 1,300 students from within the Roseville and surrounding communities. Oakmont's commitment to excellence has been part of our tradition for over 50 years. Our Vision Statement, "Honoring our tradition of excellence with a commitment to the future," reflects both the importance of our history in this community and our recognition that the world we must prepare students for is constantly changing. Our Mission Statement emphasizes and defines the importance of success for our students: "The Oakmont community empowers and engages all students, preparing them for lifelong success as contributors in a global society." This highlights the significance of

2024-25 School Description and Mission Statement

building resilience in our students and our dedication to college and career readiness. Over the course of the past several years, the Oakmont campus has been updated with additional technology capacity. In addition to serving 1,300 students, the school serves as a center of activity for this growing community. Oakmont High School's vision is one in which the staff, community, and students work together to encourage responsibility, integrity, respect, active engagement, and an enthusiasm for learning. The goal of Oakmont High School is to provide experiences where ALL students will learn at high levels. We strive to have all students well prepared for post-secondary options.

The Oakmont staff has dedicated itself to providing a world class education for students from all walks of life. Our teachers continue to assess and align their curriculum to the academic standards, Common Core State Standards and Next Generation Science Standards. This focus, while challenging, will continue to foster the desire to have all of our students, college and career ready. The Common Core standards push our students to complete all University of California (UC) / California State University (CSU) A-G requirements. We believe that this will place our students in the best position possible to succeed in post-secondary endeavors. Oakmont has several specialized programs designed to give students the opportunity to explore their interests prior to leaving high school. The Health Academy offers real world experience along with a rigorous curriculum designed to prepare students for a career in the medical field. In addition, we offer our students the opportunity to explore possible career options through both Career Technical Education (CTE) Works and CTE programs. Our CTE Programs of Study are: Media, Culinary, Graphic Design, Health Careers and Construction Technology. In order to prepare students for a successful post-secondary experience, we offer our students Advanced Placement (AP) courses, Dual Enrollment (DE) Courses and an International Baccalaureate (IB) pathway. All students are encouraged to participate in advanced courses as a means for better preparing them for the rigor of college and career demands. The study skills that students develop in these advanced classes and the insights they gain from these programs of study are invaluable assets for their future lives, whether they choose college, career, or both.

Oakmont's four period block schedule allows students opportunities to explore their educational curiosities while allowing them the time needed to complete their UC/CSU requirements. The high level of rigor and the high expectations placed on our students can be demanding—which can, in turn, impact their academic performance. It is for this reason that we have established an embedded intervention (Intervention Period) into the school day as well as an academic support room after school (Fifth Period- Odin's Eye) for direct re-teaching of material or individualized guidance. In an effort to support, educate, and encourage post-secondary exploration, Oakmont has a full time College and Career Technician available to support our students' diverse educational needs. The College and Career Center, located in the school library, is open five days a week in order to support student questions and give an avenue for curiosity. Both local and out of state college and university representatives regularly visit the school to speak with students about various educational opportunities. Additionally, we have established relationships with military personnel for students interested in serving their country in the Armed Forces.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	334
Grade 10	308
Grade 11	354
Grade 12	327
Total Enrollment	1,323

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	53.7
American Indian or Alaska Native	0.7
Asian	6.3
Black or African American	3.3
Filipino	2.6
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.2
White	47.9
English Learners	7.8
Foster Youth	0.1
Homeless	1.1
Socioeconomically Disadvantaged	44.3
Students with Disabilities	11.5

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)	70.90	87.19	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	5.40	6.74	44.40	8.25	12115.80	4.41
Unknown/Incomplete/NA	4.90	6.06	17.10	3.19	18854.30	6.86
Total Teaching Positions	81.40	100.00	539.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.50	89.94	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.46	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.90	16.90	3.00	11953.10	4.28
Unknown/Incomplete/NA	5.30	6.68	23.80	4.21	15831.90	5.67
Total Teaching Positions	79.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.00	88.69	514.00	89.46	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	0.68	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	2.89	11.90	2.08	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.31	24.60	4.29	11746.90	4.23
Unknown/Incomplete/NA	4.80	7.08	20.00	3.48	14303.80	5.15
Total Teaching Positions	68.80	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
Permits and Waivers	0.00	0.50	0.6
Misassignments	0.00	0.60	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.10	1.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30	0
Local Assignment Options	5.40	1.10	0.9
Total Out-of-Field Teachers	5.40	1.50	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	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
Reading/Language Arts	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%
Mathematics	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 H Precalculus: Precalculus Enhanced With Graphing Utilities (Pearson Prentice Hall) © 2013 AP Statistics: Stats: Modeling the world (Pearson) © 2015 AP Calculus AB/BC: Calculus Early Transcendentals 8th ed (Wiley and Sons) © 2005	Yes	0.0%

	IB Math: IB Math SL, HL, and HL Options, Oxford University Press, © 2019		
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>IB Biology: Oxford IB Diploma Programme: IB Prepared: Biology, Oxford Press, © 2023</p> <p>IB Physics: Physics (Oxford) © 2014</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> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018</p> <p>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>AP Human Geography: Human Geography: For the AP Course, Bedford, Freeman, Worth, First Edition © 2021</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>AP Government: American Government: Stories of a Nation For the AP® Course with Foundational Documents with Court Cases Reader, Bedford, Freeman, Worth, First Edition © 2021</p> <p>IB History of the Americas: History for the IB Diploma: Rights and Protest E-book, Cambridge University Press; 2nd edition © 2019 History for the IB Diploma: The Cold War: Superpower tensions and rivalries E-book, Hodder Education; 2nd edition, © 2015 History for the IB Diploma: Authoritarian states E-book, Hodder Education; 2nd edition, © 2015</p>	Yes	0.0%
Foreign Language	<p>French 1, 2, 3: Discovering French Bleu, Blanc, Rouge (Houghton Mifflin) © 2004</p> <p>Spanish 1: Senderos 1 (Vista Higher Learning) © 2023</p> <p>Spanish 2: Senderos 2 (Vista Higher Learning) © 2023</p> <p>Spanish 3: Senderos 3 (Vista Higher Learning) © 2023</p>	Yes	0.0%

	Spanish 1, 2, 3: Sendas 1, 2 (Pearson Prentice Hall) © 2005 IB Spanish: Manana Spanish B for the IB Diploma Coursebook © 2018		
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
Visual and Performing Arts	IB Dance: Learning about Dance (Hung, Kendall) © 2010 IB Film: Looking at Movies (Norton and Co) © 2016 IB Music: The Enjoyment of Music (Norton and Co) © 2011 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%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report 4/25/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made. P19-missing outlet cover, P24-broken outlet cover,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. 209-sink near door doesn't work, pool RR-right toilet leaks, left RR toilet leaks when flushed
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

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
English Language Arts/Literacy (grades 3-8 and 11)	75	65	62	57	46	47
Mathematics (grades 3-8 and 11)	38	28	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	347	335	96.54	3.46	65.07
Female	164	160	97.56	2.44	73.75
Male	182	174	95.60	4.40	56.90
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	96.43
Black or African American	14	14	100.00	0.00	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	53.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	58.33
White	164	157	95.73	4.27	67.52
English Learners	26	24	92.31	7.69	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	166	162	97.59	2.41	58.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	3.85

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
All Students	347	336	96.83	3.17	27.98
Female	164	161	98.17	1.83	26.09
Male	182	174	95.60	4.40	29.89
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	60.71
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	20.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	15.38
White	164	156	95.12	4.88	30.13
English Learners	26	24	92.31	7.69	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	23.53
Socioeconomically Disadvantaged	166	161	96.99	3.01	20.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	3.70

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.16	43.64	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
All Students	647	627	96.91	3.09	43.29
Female	295	287	97.29	2.71	46.50
Male	348	336	96.55	3.45	40.48
American Indian or Alaska Native	--	--	--	--	--
Asian	51	49	96.08	3.92	72.92
Black or African American	21	21	100.00	0.00	23.81
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	188	184	97.87	2.13	29.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	45.24
White	321	308	95.95	4.05	47.40
English Learners	38	36	94.74	5.26	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	41.67
Socioeconomically Disadvantaged	251	242	96.41	3.59	30.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	2.63

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

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

Courses that are offered at Oakmont for the 2024-2025 school year that are part of a Program of Study include:

Graphic Design Pathway
 Graphic Design 1
 Graphic Design 2
 DE Graphic Design 3

2023-24 Career Technical Education Programs

Media Pathway

Media 1
Media 2
Media 3

Culinary Pathway

Culinary 1
Culinary 2
Culinary 3

Construction Pathway

Construction Tech 1
Construction Tech 2
Construction Tech 3

Health Careers Academy Pathway

DE Health Career
Hospital Practicum

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	707
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.37
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	69.53

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	88.50%	89.20%	89.80%	85.80%	90.20%

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

Oakmont High School is committed to fostering a collaborative environment by engaging parents and community members in the teaching and learning process. Throughout the year, events like Back-to-School Nights, Senior Meetings, Program and Pathways Night, as well as AP and IB parent meetings, encourage family involvement and provide insights into the academic journey. To further support parents and families in staying informed, we offer access to Homelink and Canvas, ensuring up-to-date access to grades and curricular resources.

The Oakmont Parent Club (OPC) enhances parental and community engagement by providing financial support beyond what the school can offer. OPC collaborates with both academic and athletic programs to fundraise for supplies that enrich classroom learning and support successful sports programs. Individual teachers can request OPC funding for instructional materials, equipment, and other essential resources. Additionally, OPC volunteers play a crucial role in organizing and overseeing Sober Grad Night, a safe and educational celebration that emphasizes the importance of responsible choices. Booster clubs, operated entirely by parent volunteers, support specific sports and extracurricular programs by fundraising and building partnerships with local businesses, fostering school spirit while generating resources.

Beyond these efforts, Oakmont encourages involvement through the School Site Council, where parents, students, and staff work together on school initiatives. Our IB Parent Club partners with the IB Coordinator to support students in need by raising funds for financial assistance. Non-English-speaking families are supported through the English Language Advisory Committee (ELAC), which collaborates with staff to ensure their students receive tailored resources. Parents also serve on our Safety Team and contribute to programs like "Blue Crew," an onboarding event welcoming freshmen and their families. Events such as Eighth Grade Parent Night and Program and Pathways Night allow incoming families to explore elective options and learn more about Oakmont, establishing meaningful connections even before students begin high school. Together, these initiatives help create a thriving, supportive environment for every Oakmont student.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.3	5.7	7.4	5.8	6.5	5.4	7.8	8.2	8.9
Graduation Rate	92.0	89.2	92.6	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	299	277	92.6
Female	133	124	93.2
Male	163	150	92.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	23	23	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	79	66	83.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	17	100.0
White	151	144	95.4
English Learners	29	20	69.0
Foster Youth	0	0	0.00
Homeless	17	8	47.1
Socioeconomically Disadvantaged	143	123	86.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	16	64.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.06	3.87	4.19	3.63	4.09	3.62	3.17	3.60	3.28
Expulsions	0.00	0.14	0.00	0.02	0.08	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.19	0.00
Female	2.68	0.00
Male	5.58	0.00
Non-Binary	0	0
American Indian or Alaska Native	0.00	0.00
Asian	2.30	0.00
Black or African American	6.12	0.00
Filipino	2.86	0.00
Hispanic or Latino	5.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.02	0.00
White	3.06	0.00
English Learners	8.26	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	6.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	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

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

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	16	11
Mathematics	26	9	17	7
Science	25	9	10	6
Social Science	26	15	16	12

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	13	9
Mathematics	22	14	11	7
Science	29	4	5	11
Social Science	24	18	6	12

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	21	18	14	7
Mathematics	27	8	6	12
Science	26	4	12	5
Social Science	24	14	5	13

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	330.75

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	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
School Site	\$11,361	\$1,762	\$9,599	\$97,010
District	N/A	N/A	\$10,696	\$101,980
Percent Difference - School Site and District	N/A	N/A	-10.8	-5.0
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-11.5	-8.2

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 School Wide, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services. In addition, school sites have Prop 28 money to support the visual and performing arts programs.

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

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

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include College Visits, PSAT, Dual Enrollment Courses, AP/IB Trainings and Credit/A-G Recovery. The Intervention for Struggling Learners strand provides academic and social/emotional interventions and support for all students through the Positive Behavior Intervention and Supports (PBIS) model. Programs to help support struggling learners include extended after school hours for Fifth Period (Odin's Eye), additional transportation after hours, home visits, and Wellness Center interns.

Programs offered to help Support Struggling Learners include tutoring available to all students before and after school Tuesday through Thursday, intervention period built into the school day schedule, home visits, parent focus groups and information nights, Marriage and Family Therapist (MFT) Interns, School-Based Therapy interns, an Intervention Responsive Team (IRT) that meets weekly to assesses student progress. All educational partners are working together to provide a comprehensive approach that will allow us to maximize support for students.

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	20.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

The Roseville Joint Union High School District (RJUHSD) implements California State Standards across all content areas, offering three full days of annual professional development to ensure that curriculum, instructional strategies, and assessments are aligned with these standards. Recently, RJUHSD has expanded its focus to include student wellness, recognizing that supportive, affirming learning environments foster greater engagement and achievement, particularly for historically underserved students. The district's instructional priorities emphasize Building Thinking Classrooms, Tier 1 Instruction, English Language Development (ELD), and co-teaching.

Professional Development

Professional development is tailored by content area, with a shared focus on advancing student achievement through technology and ensuring digital equity. Each student has access to a personal learning device, supported by frequent training sessions led by Content Teacher Leaders, Professional Learning Specialists, and other experts. Besides the district-led events, additional professional development is available after school, on weekends, and during summer to further equip staff with the tools needed for effective teaching.

Oakmont staff will participate in various trainings this year, including Advanced Placement (AP), International Baccalaureate (IB), Positive Behavior Intervention Systems (PBIS), and specialized conferences such as CADA, CATE, CAC, BTC, and CAHPRD. New teachers receive targeted induction and onboarding, supported by site-based leaders who drive staff development, peer coaching, and data-driven instructional improvement. Teachers across the district work collaboratively to refine curriculum and align Essential Learning Outcomes with updated state standards.

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

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