Roseville 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	Roseville High School
Street	1 Tiger Way
City, State, Zip	Roseville, CA 95678
Phone Number	(916)782-3753
Principal	Ashley Serin
Email Address	aserin@rjuhsd.us
School Website	www.rosevilletigers.org
Grade Span	9-12
County-District-School (CDS) Code	31-66928-3136504

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

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

2024-25 School Description and Mission Statement

readiness. In short, the faculty and staff of Roseville High School are dedicated to our mission: We encourage and engage all students in relevant learning to support them on their post-secondary pathways.

The faculty and staff of Roseville High School is committed to seeing every student succeed. To ensure this success, we set the following goals:
- - RHS students will be college, career, and life ready.
- - Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.
- - Expand support for students and increase parent involvement.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	321
Grade 10	379
Grade 11	391
Grade 12	460
Total Enrollment	1,551

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.1
American Indian or Alaska Native	1
Asian	7.4
Black or African American	3.4
Filipino	3
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	1
Two or More Races	3.7
White	46.2
English Learners	7.3
Foster Youth	0.5
Homeless	1.3
Socioeconomically Disadvantaged	49.6
Students with Disabilities	10.9

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.40	86.42	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.15	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.90	9.28	44.40	8.25	12115.80	4.41
Unknown/Incomplete/NA	2.60	3.11	17.10	3.19	18854.30	6.86
Total Teaching Positions	86.00	100.00	539.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.20	91.03	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.24	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	0.41	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	3.04	16.90	3.00	11953.10	4.28
Unknown/Incomplete/NA	3.40	4.27	23.80	4.21	15831.90	5.67
Total Teaching Positions	80.40	100.00	566.30	100.00	279044.80	100.00

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)	71.80	92.37	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	2.56	11.90	2.08	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	3.77	24.60	4.29	11746.90	4.23
Unknown/Incomplete/NA	1.00	1.29	20.00	3.48	14303.80	5.15
Total Teaching Positions	77.70	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	0.00	0.7
Misassignments	0.00	0.30	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.30	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	0.50	0.9
Local Assignment Options	7.90	1.90	1.9
Total Out-of-Field Teachers	7.90	2.40	2.9

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	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)	2.60	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 Precalculus: Advanced Mathematical Concepts Precalculus with Applications (Glencoe) © 2017 College Algebra: Algebra and Trigonometry (Pearson) © 2018 AP Calculus: Calculus: Early Transcendentals Thompson Brooks/Cole © 2003	Yes	0.0%

	AP Statistics: Stats: Modeling the World (Pearson) © 2015		
Science	NGSS Biology: CK12 Flexbooks (Online) © 2022	Yes	0.0%
	NGSS Physics: CK12 Flexbooks (Online) © 2022		
	NGSS Chemistry: CK12 Flexbooks (Online) © 2022		
	AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019		
	AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005		
	AP Physics: College Physics (10th edition) (Cengage) © 2015		
History-Social Science	World Studies: World History the Modern World (Pearson) © 2007	Yes	0.0%
	US History: United States History Modern America (Prentice Hall) © 2008		
	Government: Magruder's American Government (Pearson) © 2019		
	Economics: TCI Econ Alive! The Power to Choose (Online) © 2022		
	AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023		
	AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008		
	AP Human Geography: Human Geography: For the AP Course, Bedford, Freeman, Worth, First Edition © 2021		
	AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009		
	AP Comparative Government: Essentials of Comparative Politics with Cases, 5th Edition (W.W. Norton and Co.) © 2015		
	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		
Foreign Language	Spanish 1: Senderos 1 (Vista Higher Learning) © 2023	Yes	0.0%
	Spanish 2: Senderos 2 (Vista Higher Learning) © 2023		
	Spanish 3: Senderos 3 (Vista Higher Learning) © 2023		
	AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024		
	French 1, 2, 3: Discovering French Bleu, Blanc, Rouge McDougal Littel © 2004		

	French 1, 2, 3: D'accord 1 and 2, Vista Higher Learning © 2015 French 4: Discovering French Rouge, McDougal Littell © 2004		
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
Visual and Performing Arts	AP Art History: Gardener's Art Through the Ages (Cengage Learning) © 2015	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	4/17/2024

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			Repairs were noted and work orders were made. 501-chipped floor tile,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made: Cafe RR boys-light switch broken,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. 101-south sink doesn't work,
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)	60	49	62	57	46	47
Mathematics (grades 3-8 and 11)	27	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	380	377	99.21	0.79	48.54
Female	187	185	98.93	1.07	56.22
Male	191	190	99.48	0.52	41.58
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	58.62
Black or African American	11	11	100.00	0.00	36.36
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	114	112	98.25	1.75	40.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	40.00
White	189	189	100.00	0.00	55.03
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	174	174	100.00	0.00	40.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	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
All Students	380	379	99.74	0.26	28.23
Female	187	187	100.00	0.00	28.34
Male	191	190	99.48	0.52	28.42
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	41.38
Black or African American	11	11	100.00	0.00	9.09
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	114	113	99.12	0.88	20.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	37.50
White	189	189	100.00	0.00	31.22
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	174	174	100.00	0.00	20.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	3.85

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)	38.78	35.80	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	822	804	97.81	2.19	35.58
Female	407	400	98.28	1.72	38.35
Male	410	399	97.32	2.68	32.75
American Indian or Alaska Native	--	--	--	--	--
Asian	68	65	95.59	4.41	41.54
Black or African American	27	27	100.00	0.00	14.81
Filipino	24	24	100.00	0.00	54.17
Hispanic or Latino	238	232	97.48	2.52	26.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	32.00
White	397	390	98.24	1.76	41.65
English Learners	44	40	90.91	9.09	0.00
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	8.33
Military	37	37	100.00	0.00	37.84
Socioeconomically Disadvantaged	307	301	98.05	1.95	20.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	4.44

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

RHS believes that a graduate's best preparation for post-secondary education involves a well-rounded selection of courses connecting to student interest, building industry skills, and aptitudes. School-wide, our counselors use career-interest surveys and other tools to help students focus on their futures and see the connections between education and career. Roseville High School curriculum offerings include 7 Programs of Study: Computer Science; Media; Culinary; PLTW Biomedical; PLTW Engineering; Photography; Education. These programs meet annually with a Career Technical Education Advisory Committee (CTEAC) that includes, but is not limited to, 3 industry related partners, RJUHSD representatives, RHS Site administration, Program Sector Teacher partners, and student participants. All 7 of the CTE programs include student-run leadership experiences that provide opportunity for real world participation and/or competition on local, county, state and national levels.

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

2023-24 Career Technical Education Programs

Public Administration; Information Technology; Marketing; Finance; Law, Public Safety, Corrections and Security; Transportation, Distribution and Logistics; and Science, Technology, Engineering, and Mathematics.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	720
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.5
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	97.56
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	69.23

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	91.10%	95.40%	94.70%	95.70%	95.40%

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

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

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

Please contact the following groups for more information regarding parent involvement:
Parents' Club: Matt Pipitone, 916-782-3753 ext. 3064
School Site Council or Alumni Association: Ashley Serin, 916-782-3753 ext. 3070
English Language Advisory Committee: Anna Marie Damiano Clark, 916-782-3753 ext. 3063
Athletic Boosters: Jason Wilson, 916-782-3753 ext. 3061
Music Boosters: Michael Austin, 916-782-3753 ext. 3961

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	9.1	7.0	6.0	5.8	6.5	5.4	7.8	8.2	8.9
Graduation Rate	87.5	90.9	92.4	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	432	399	92.4
Female	224	206	92.0
Male	205	190	92.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	41	37	90.2
Black or African American	15	11	73.3
Filipino	14	14	100.0
Hispanic or Latino	122	109	89.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	28	93.3
White	198	191	96.5
English Learners	35	22	62.9
Foster Youth	--	--	--
Homeless	15	10	66.7
Socioeconomically Disadvantaged	219	193	88.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	26	72.2

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	4.20	6.09	5.16	3.63	4.09	3.62	3.17	3.60	3.28
Expulsions	0.00	0.29	0.12	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	5.16	0.12
Female	2.33	0.00
Male	7.78	0.24
Non-Binary	0	0
American Indian or Alaska Native	0.00	0.00
Asian	3.94	0.00
Black or African American	5.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.83	0.38
Native Hawaiian or Pacific Islander	12.50	0.00
Two or More Races	3.23	0.00
White	5.43	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	21.74	0.00
Socioeconomically Disadvantaged	7.14	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.78	1.09

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

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

Goal #1 - Physical Environment: Provide Roseville High School students and staff a safe social and academic environment.
Goal #2 - Campus and Facilities: Roseville High School will maintain a safe, secure, and orderly facility and environment for students and staff.
Goal #3 - Policy and Procedures: Build strong collaborative relationships with local and on campus departments, local Fire, Law Enforcement, parent organizations and the student body for emergency preparedness training activities.

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

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	18	14
Mathematics	28	7	19	5
Science	30	2	14	6
Social Science	32	1	12	19

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	8	18
Mathematics	28	3	17	7
Science	28	1	17	3
Social Science	31	3	5	18

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	28	6	14	12
Mathematics	28	4	12	10
Science	28	3	8	9
Social Science	28	5	6	18

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	310.2

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	3

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	$10,860	$1,713	$9,147	$102,936
District	N/A	N/A	$10,696	$101,980
Percent Difference - School Site and District	N/A	N/A	-15.6	0.9
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	-16.3	-2.2

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 Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP goals are as follows:
1. RJUHSD students will be college, career, and life ready.
2. Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.
3. LCAP Goal: Expand Support for Students and increase parent involvement

At Roseville High School, our Single Plan for Student Achievement (SPSA) aligns closely with the District LCAP goals, providing funding for intervention and support at all levels to ensure that all students are prepared for post-secondary education. Our after school tutoring program is accessible to all students, receiving LCAP funding to supply materials and pay trained student and teacher tutors. A late bus is available for student transportation. At the Advanced Placement level, we

Fiscal Year 2023-24 Types of Services Funded

provide review materials to students and support AP exam review sessions and AP tutoring. AP teachers also benefit from professional development opportunities. Funds are also used to support our Dual Enrollment courses so students have the opportunity to take a college course while on campus. Finally, funds have been allocated to grow our CTE programs, such as Computer Science, Multimedia, and Culinary, in addition to PLTW Biomedical Science and PLTW Engineering. We support our AVID program by providing highly qualified tutors to facilitate student learning among our first-generation university-bound students. We fund college tours and field trips to expose these students to college life.

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

Fiscal Year 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	23

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	4
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	0
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

The RJUHSD provides regularly scheduled (three full days annually) professional development training, with topics such as curriculum implementation, instructional strategies, and accelerating student achievement through technology. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement, especially so for students who have historically struggled in school. The RJUHSD provides professional development related to Canvas LMS training, Building Thinking Classrooms, developing expert learners, and clarity of instruction. We believe by incorporating these approaches we can do a better job of closing the achievement gap with key student groups. Addressing content area professional development needs varies by content area. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events throughout the year.

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

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

Professional Development

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

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