

Granite Bay High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

Granite Bay High School, established in 1996, is one of six comprehensive high schools in the Roseville Joint Union High School District and serves students in grades 9–12 from Granite Bay and the southeastern area of Roseville. The school operates on a 4x4 block schedule in which students take four classes per 18-week term and must earn 260 credits to graduate. The current enrollment is 2,067 students. Twenty-six percent of students are identified in the Unduplicated Pupil Count, which includes students who qualify for Free/Reduced-Price Meals, English Learners, Foster Youth, and Homeless Youth. The school accepts both inter- and intra-district transfers.

Granite Bay High School offers 22 Advanced Placement courses, 20 International Baccalaureate courses including those as part of the IB Diploma Programme, 7 Career Technical Education pathways, and multiple dual-enrollment courses in partnership with the local community college. For the 2024–2025 school year, 91% of AP exams and 92% of IB exams earned passing scores, and 77% of students met or exceeded state standards in English Language Arts and 62% in Mathematics. The school provides a wide range of co-curricular opportunities, including visual and performing arts, journalism, speech and debate, athletics, and over 50 student-led clubs. Granite Bay High School's recognitions include California Distinguished School (2002, 2007, 2021), National Blue Ribbon School (2002), Gold Ribbon School (2017), and College Board AP Honor Roll (2023, 2024, 2025).

Mission Statement

Mission Statement: Granite Bay High School equips students with a rigorous academic experience and strives to cultivate an inclusive community where students develop social-emotional intelligence, integrity, and a commitment to becoming responsible, engaged citizens.

Guiding Principles

1. Students will be challenged by a relevant and rigorous curriculum that provides high standards and expectations for every level of ability and interest.
2. Students will have multiple opportunities to make informed decisions in a supportive, caring environment.
3. Students will attend an emotionally and physically safe campus where students, staff, and the community promote social and individual responsibility as well as integrity in all areas.
4. Students will be served through a process of continuous assessment and feedback that values the active participation and

2025-26 School Description and Mission Statement

contributions of students, staff, parents, and other stakeholders.

5. Students will be exposed to high-quality co-curricular programs that recognize and reward participation, personal growth, leadership, and achievement.

6. Students will share an academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	516
Grade 10	508
Grade 11	516
Grade 12	496
Total Enrollment	2,036

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.8
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	17.2
Black or African American	1.8
Filipino	2.8
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6
White	53.2
English Learners	3.3
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	25.2
Students with Disabilities	6.5

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.

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)	77	91.83	511.6	90.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.8	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	1.18	8.9	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	2.71	16.9	3	11953.1	4.28
Unknown/Incomplete/NA	3.5	4.27	23.8	4.21	15831.9	5.67
Total Teaching Positions	83.8	100	566.3	100	279044.8	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.

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)	79.3	90.46	514	89.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.9	0.68	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	1.7	11.9	2.08	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.5	4.06	24.6	4.29	11746.9	4.23
Unknown/Incomplete/NA	3.3	3.76	20	3.48	14303.8	5.15
Total Teaching Positions	87.6	100	574.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	84.9	93.3	534.7	90.34	230039.4	100
Intern Credential Holders Properly Assigned	0.9	1.09	3.9	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	1.1	9	1.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	3.55	16.5	2.79	12112.8	4.34
Unknown/Incomplete/NA	0.8	0.94	27.6	4.66	13705.8	4.91
Total Teaching Positions	91	100	591.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.9	1
Misassignments	0.90	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	1.4	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.3
Local Assignment Options	2.20	3.5	2.9
Total Out-of-Field Teachers	2.20	3.5	3.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006</p> <p>English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p> <p>English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023</p>	0.0%
Mathematics	<p>Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022</p> <p>Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022</p> <p>Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022</p> <p>Precalculus: Precalculus with Limits (Houghton Mifflin) © 2008</p> <p>College Algebra: Algebra and Trigonometry (Pearson) © 2018</p> <p>AP Statistics: Stats: Modeling the world (Pearson) © 2015</p> <p>AP Calculus AB/BC: Calculus Early Transcendentals 9th ed © 2009</p> <p>IB Math: IB Math SL, HL, and HL Options, Oxford University Press, © 2019</p>	0.0%

Science	<p>NGSS Biology: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Physics: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Chemistry: CK12 Flexbooks (Online) © 2022</p> <p>AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019</p> <p>AP Chemistry: AP Chemistry 1 & 2 (Edvantage) © 2025</p> <p>AP Physics: College Physics (10th edition) (Cengage) © 2015</p> <p>AP Physics C: Physics for Scientists and Engineers (Brooks/Cole), © 2008</p> <p>IB Biology: Oxford IB Diploma Programme: IB Prepared: Biology, Oxford Press, © 2023</p> <p>IB Chemistry: Chemistry (Oxford) © 2014</p>	<p>0.0%</p>
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) © 2010</p> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008</p> <p>AP World History: Ways of the World with Sources for the AP® Modern Course, Fourth Edition © 2020</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>AP Government: American Government: Stories of a Nation For the AP® Course with Foundational Documents with Court Cases Reader, Bedford, Freeman, Worth, First Edition © 2021</p> <p>AP Economics: Krugman's Economics for the AP Course, Bedford, Freeman, Worth, Fourth Edition © 2023</p> <p>IB History of the Americas: History for the IB Diploma: Rights and Protest E-book, Cambridge University Press; 2nd edition © 2019 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>	<p>0.0%</p>
Foreign Language	<p>AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024</p>	<p>0.0%</p>

	<p>French 1, 2, 3: D'accord (Vista) © 2015</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> <p>IB Spanish: Manana Spanish B for the IB Diploma Coursebook © 2018</p> <p>IB French: Imaginez (Vista) © 2012</p>	
Health	Health: Glencoe Health (McGraw Hill) © 2011	0.0%
Visual and Performing Arts	<p>AP Art History: Gardener's Art Through the Ages (Cengage Learning) © 2016</p> <p>Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company © 1995</p> <p>Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010</p>	0.0%
Science Laboratory Equipment (grades 9-12)	District does not formally adopt science equipment. Equipment is supplied by various science equipment vendors.	0.0%

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report	5/6/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Repairs were noted and work orders were made. 825/836/835/819 carpet seams split,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. Boys locker room missing tiles in shower area. Boys gym foyer RR missing tile on wall. 607 left corner sink and 3rd sink do not 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	77	57	60	47	48
Mathematics (grades 3-8 and 11)	61	62	36	41	35	37

2024-25 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	504	498	98.81	1.19	77.11
Female	260	259	99.62	0.38	81.85
Male	241	236	97.93	2.07	71.61
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	89.13
Black or African American	14	14	100.00	0.00	57.14
Filipino	14	14	100.00	0.00	100.00
Hispanic or Latino	64	62	96.88	3.12	67.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	74.29

White	275	273	99.27	0.73	76.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	84.62
Socioeconomically Disadvantaged	132	130	98.48	1.52	64.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	40.91

2024-25 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	504	498	98.81	1.19	61.65
Female	260	258	99.23	0.77	57.36
Male	241	237	98.34	1.66	65.82
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	84.78
Black or African American	14	14	100.00	0.00	35.71
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	64	62	96.88	3.12	38.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	54.29
White	275	273	99.27	0.73	62.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	53.85

Socioeconomically Disadvantaged	132	130	98.48	1.52	43.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	18.18

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	61.11	56.31	44.53	44.66	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	985	963	97.77	2.23	56.07
Female	493	482	97.77	2.23	56.64
Male	489	478	97.75	2.25	55.44
American Indian or Alaska Native	--	--	--	--	--
Asian	179	177	98.88	1.12	69.49
Black or African American	21	21	100.00	0.00	28.57
Filipino	25	24	96.00	4.00	66.67
Hispanic or Latino	129	127	98.45	1.55	38.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	49.23
White	547	533	97.44	2.56	57.60
English Learners	18	17	94.44	5.56	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	57	57	100.00	0.00	47.37
Socioeconomically Disadvantaged	249	241	96.79	3.21	39.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	20.00

2024-25 Career Technical Education Programs

Career Technical Education in the Roseville Joint Union High School District (RJUHSD) consists of programs of study at each of the district's six comprehensive high schools. Programs are managed collaboratively by teachers, site staff, and administration to ensure alignment with the 11 High-Quality Indicators for a Program of Study. All courses are taught by CTE-credentialed teachers and follow the CTE Model Curriculum Standards. District support comes from Carl Perkins funding, CTE grants, site funds, CTE Incentive Grants, and K-12 Strong Workforce grants, providing over \$1,500,000 annually to support RJUHSD CTE programs.

Granite Bay High School offers seven CTE programs of study designed to build college and career readiness through structured career pathways:

I. Business: Courses include Principles of Business, Sports and Entertainment Marketing, and the Dual Enrollment (DE) Empowering Entrepreneurs course. Students may participate in FBLA (Future Business Leaders of America), engaging in competitions such as marketing campaigns and sales simulations, or pursue IB Business Management.

II. Computer Science: Courses include AP Computer Science Principles, AP Computer Science A, and IB Computer Science SL. Students may also participate in the GBiT program, running a technical services business and gaining management experience through the Technology Innovation capstone course.

2024-25 Career Technical Education Programs

III. Construction Technology: Courses include Construction Technology 1–3. Students develop technical skills and career awareness in residential and commercial construction through hands-on, project-based, and work-based learning, preparing them for postsecondary education and careers in construction, design, and sustainability.

IV. Engineering: Courses include Project Lead The Way’s Intro to Engineering Design, Civil Engineering and Architecture, and Engineering Design and Development. Students also participate in the ACE Mentor Program, collaborating with industry professionals to complete projects using real-world specifications and engineering software.

V. Media Production: Courses include DE Multimedia/Media 1–3. Students build skills in broadcasting, production, and editing, producing live-streamed events, weekly video bulletins, and special projects for the school community.

In addition to site-specific programs, RJUHSD offers districtwide CTE courses in Automotive Services, Health Careers, Internships, Medical Assisting, and Medical Terminology.

For information about the district Career Technical Advisory Committee, which includes representatives from local industries, contact Shane Waggoner, Director of CTE & Assessment, at (916) 786-2051 or swaggoner@rjuhsd.us

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1125
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	26.7

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.82
Graduates Who Completed All Courses Required for UC/CSU Admission	65.81

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.

2024-25 California Physical Fitness Test Participation Rates

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	95.4	77.8	96.0	93.0	96.7

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.

2025-26 Opportunities for Parental Involvement

Granite Bay High School encourages and supports parental involvement. Parents participate as on-campus volunteers in the Student Store, at athletic and activities events, and through the Step Up program. They also serve on school committees, including the Safety Committee, English Language Advisory Committee, LCAP Advisory Committee, and School Site Council. Parents are invited to collaborate with school administration, teachers, and students through the school's Continuous School Improvement (CSI) process and related community events.

Districtwide outreach efforts engage parents through AP/IB Information Nights, 9th Grade transition events, Back to School Nights, and other informational meetings. Many athletic and co-curricular programs—including band, choir, dance, drama, and speech—maintain parent booster groups that support student activities. Parent volunteers participate in various programs following district approval and clearance procedures. For information about the School Site Council or Safety Committee, contact the Principal's Secretary, Marie Hollwager, at (916) 786-8676 ext. 5123.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.1	2.5	2.3	6.5	5.4	5.7	8.2	8.9	8
Graduation Rate	95.3	96.7	97.7	91.8	93.4	93.8	86.2	86.4	87.5

2024-25 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	479	468	97.7
Female	230	226	98.3
Male	249	242	97.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	86	83	96.5
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	62	61	98.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	16	100.0
White	273	267	97.8
English Learners	24	18	75.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	145	135	93.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	26	86.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2082	2061	151	7.3
Female	1024	1011	79	7.8
Male	1053	1045	72	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	15	3	20.0
Asian	361	357	19	5.3
Black or African American	37	37	5	13.5
Filipino	57	57	1	1.8
Hispanic or Latino	290	283	31	11.0
Native Hawaiian or Pacific Islander	12	12	1	8.3
Two or More Races	129	125	12	9.6
White	1094	1088	68	6.3
English Learners	74	72	11	15.3
Foster Youth	--	--	--	--
Homeless	13	13	7	53.8
Socioeconomically Disadvantaged	559	548	76	13.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	142	140	23	16.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.49	2.23	1.34	4.09	3.62	3.08	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.02	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.34	0.00
Female	0.88	0.00
Male	1.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.55	0.00
Black or African American	2.70	0.00
Filipino	1.75	0.00
Hispanic or Latino	2.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.46	0.00
English Learners	8.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.63	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.

2025-26 School Safety Plan

Granite Bay High School's Comprehensive Safe School Plan was most recently updated following a thorough review of crime reports, disaster procedures, harassment policies, and school disciplinary practices, in alignment with state and district requirements. Drafts of the plan are reviewed regularly by the School Safety Committee—which includes teachers, the school nurse, site administration, a site secretary, the School Resource Officer, campus monitors, and parent representatives—as well as by the District Safe Schools Coordinator. The Safety Committee meets monthly to monitor all aspects of school safety, including prevention measures and response procedures for potential emergencies.

The Comprehensive Safe School Plan for the 2025–2026 school year was revised and approved by the school board, including student and staff representatives, in March 2025. Safety protocols are reviewed with staff on an ongoing basis, and safety drills are conducted monthly. School administrators receive training in emergency drills and in Behavior Threat Assessment and Management Team procedures. All schools in the Roseville Joint Union High School District use the Catapult Emergency Management System (EMS), which allows staff to quickly report emergency situations and supports the Crisis Response Team with communication and student accounting tools. In addition, students and community members may anonymously report bullying or related concerns through the school's website, allowing administrators to respond promptly.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	9	7	24
Mathematics	32	2	15	22
Science	33	1	9	20
Social Science	30	7	9	21

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	19	11	16
Mathematics	28	5	21	17
Science	31	3	8	18
Social Science	28	8	11	23

2024-25 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	401

2024-25 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,917	\$1,160	\$8,757	\$108,225
District	N/A	N/A	\$10,696	\$112,766
Percent Difference - School Site and District	N/A	N/A	-19.9	5.9
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-20.6	2.8

Fiscal Year 2024-25 Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant, which support State Priorities for All Students as outlined in the district's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. The LCFF Supplemental Grant assists district schools in providing a range of academic and social-emotional supports. The district's LCAP identifies three goals: (1) ensuring all RJUHSD students are college, career, and life ready; (2) reducing and ultimately eliminating achievement gaps among student groups; and (3) expanding student support services and increasing parental involvement.

To support Goal 1 (College Readiness for All), Granite Bay High School provides access to college and career readiness opportunities through grade-level advising lessons, college admission representative visits, PSAT and SAT opportunities, and credit/A–G recovery options. School Counselors deliver college-readiness lessons using College Board and CaliforniaColleges.edu tools to help students research careers and post-secondary pathways. Counselors gather pre- and post-survey information to align advising with student needs. A full-time College and Career Technician is available to assist students with college applications, FAFSA, and financial aid. Social-emotional support includes five full-time Counselors and a Wellness Center staffed with a Mental Health Associate, a Family and Community Engagement Liaison, and graduate- and undergraduate-level interns. Students may self-refer (with parent consent), and both Counseling and Wellness staff are available for drop-in support.

To support Goals 2 and 3 (Intervention for Struggling Learners), Granite Bay High School provides a range of academic interventions and case-management supports. A full-time Learning Support Specialist works with students needing additional academic assistance, and extended after-school hours with transportation are available. Academic interventions currently offered before, during, and after school include:

- +Math tutoring by credentialed math teachers.
- +Peer tutoring each morning (except Wednesdays) in subjects including Integrated Math 1–3, Science, World Language, and English.
- +Math Lab, a support class for students enrolled in CCIM1.
- +Positive Power, an academic support class.
- +A 28-minute intervention period each Wednesday for in-class academic support.
- +Expanded co-teaching services in general education core classes for students with disabilities.
- +Expanded opportunities to earn Dual Enrollment College Credit or complete a CTE Pathway

Support for English Learners through teacher training, supplemental instructional materials, staffing for English Language Development courses, and increased parent engagement using translators and interpreters. EL parents/guardians are invited

Fiscal Year 2024-25 Types of Services Funded

each semester to review student progress and participate in ELAC meetings.

District-wide efforts also include ongoing support for the implementation of Common Core State Standards in math and literacy, English Learner acquisition strategies, technology integration through 1:1 Chromebooks, and the use of Positive Behavioral Interventions and Supports (PBIS) as part of a multi-tiered system of support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,576	\$67,238
Mid-Range Teacher Salary	\$101,945	\$106,841
Highest Teacher Salary	\$133,522	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$199,219	\$193,950
Superintendent Salary	\$315,000	\$314,304
Percent of Budget for Teacher Salaries	33.84%	29.51%
Percent of Budget for Administrative Salaries	5.58%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	33.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	0
Mathematics	7
Science	4
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	55

Professional Development

The Roseville Joint Union High School District (RJUHSD) implements the California State Standards in all content areas. District and site leadership provide three full-day districtwide professional development sessions each year focused on curriculum implementation, instructional strategies, and standards-aligned assessments. Ongoing professional development emphasizes Essential Learning Outcomes (ELOs), the development and use of district common assessments, and the analysis of student performance data to inform instruction and interventions. The district has also expanded training related to student wellness, recognizing the impact of supportive learning environments on student engagement and achievement.

Professional development needs vary by content area and are supported through districtwide initiatives. Technology-related professional development is offered throughout the year, including training on instructional technology tools, Canvas LMS, digital learning strategies, and effective use of 1:1 devices. RJUHSD also supports implementation of Building Thinking Classrooms (BTC) to promote student engagement, problem-solving, and collaborative learning across disciplines. In addition, Professional Learning Specialists, Content Coaches, and Coordinators provide ongoing after-school, weekend, and summer training, including co-teaching professional development to support inclusive practices in general education classrooms.

New teachers participate in the New Teacher Induction program, which introduces district instructional priorities and provides mentoring, administrative and peer coaching, training on data analysis, instructional strategies, and classroom technology integration. Teachers continue to develop and revise ELOs in alignment with evolving state frameworks and district curriculum guides.

Specialized professional learning is also available across programs. School counselors attend CSU, UC, and community college admissions updates, as well as Behavior Threat Assessment and Management (BTAM) training. Teachers and administrators participate in subject-specific conferences and workshops, including Advanced Placement (AP) and International Baccalaureate (IB) trainings, the California Assessment Conference to support CAASPP implementation, CATE for English teachers, and CADA for Activities Directors. These opportunities ensure staff remain current with instructional best practices, assessment requirements, and program expectations.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3