



# Roseville High School

1 Tiger Way • Roseville, CA 95678 • (916)782-3753 • Grades 9-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Roseville Joint Union High School District

1750 Cirby Way  
Roseville, CA, 95661  
(916) 786-2051  
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#### District Governing Board

Andrew Tagg, President

Scott E. Huber, Vice President

Julie Hirota, Clerk

Pete Constant, Member

Heidi Hall, Member

#### District Administration

Jess Borjon

**Superintendent**

Jess Borjon

**Interim Superintendent**

Brad Basham

**Assistant Superintendent, Human  
Resources**

Joe Landon

**Assistant Superintendent, Business  
Services**

Dr. Suzanne Laughrea

**Interim Asst. Superintendent,  
Education Services**

### School Description

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. The current student body benefits greatly from a highly professional, collaborative staff dedicated to implementing engaging instruction, teaching 21st century skills, and preparing all students for college and career readiness. The faculty and staff of RHS drive continuously towards excellence while building relationships with students, with a focus on equity and inclusion, and providing innovative opportunities for intervention and support to ensure success for all. 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.

To meet the needs of all students, RHS, a Gold Ribbon School, 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 transitioning to high school. Finally, RHS includes an intervention period within the school day to support students who require additional assistance.

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.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	481
Grade 10	512
Grade 11	508
Grade 12	505
<b>Total Enrollment</b>	<b>2,006</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.8
Asian	6.8
Filipino	3.8
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	0.6
White	56.1
Two or More Races	1.1
Socioeconomically Disadvantaged	31.4
English Learners	3.8
Students with Disabilities	7.7
Foster Youth	0.2
Homeless	2.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Roseville High School	18-19	19-20	20-21
With Full Credential	88		82
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roseville Joint Union	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Roseville High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 1/2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	English 9-12; Holt Literature & Language Arts, 3rd, 4th, 5th, 6th Courses © 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Integrated Math I, II, III: Carnegie Integrated Mathematics 1, 2, 3 © 2014 Access Math: Carnegie Mathematics © 2014 Precalculus: Advanced Mathematical Concepts Precalculus with Applications, Glencoe Copyright 2017 AP Statistics: Modeling the World, 4th Ed., Pearson © 2015 AP Calculus: Calculus: Early Transcendentals Thompson Brooks/Cole © 2003 Math Analysis, Algebra and Trigonometry, 6th ed., Author: Blitzer, Robert F., (Pearson) Copyright 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	AP Physics: College Physics, 10th Ed. Brooks-Cole © 2004 Physics: Physics McDougall Littell © 2007 Physiology: Hole's Essentials of Human Anatomy and Physiology, 11th Ed. McGraw-Hill © 2007 Chemistry: World of Chemistry McDougal-Littell © 2002 AP Chemistry: Chemistry (7th Ed.) Houghton Mifflin © 2007 Biology: Biology Holt, Rinehart, & Winston © 2004 AP Biology: Biology, 7th Ed. Pearson © 2008 AP Environmental Science: Environmental Science (A Study of Interrelationships) 12th Ed. Glencoe/McGraw Hill © 2010  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Economics: Economics Holt, Rinehart & Winston © 2003 Government: Magruder's American Government Pearson Prentice Hall © 2019 - electronic version World Studies: World History the Modern World Pearson Prentice Hall © 2007 US History: United States History Prentice Hall - Discovery Edition © 2008 AP Human Geography: Human Geography, People, Place and Culture Wiley © 2007 AP Psychology: Myer's Psychology 2nd Ed. for AP Worth, © 2014 AP US History: The American Pageant, 14th Ed. Houghton Mifflin © 2009 AP Comparative Government: Essentials of Comparative Politics with Cases, W.W. Norton and Co., Copyright 2015 AP Government: American Government Institutions and Policies, 12th Ed. Holt McDougal © 2006 AP European History: A History of Western Society, McKay - Bedford © 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Foreign Language</b>	Spanish 1, 2, 3: Realidades 1, 2, 3 Pearson © 2011 AP Spanish: Temas, Vista Higher Learning 2014 French 1, 2, 3: Discovering French Bleu, Blanc, Rouge McDougal Littell © 2004 French 1, 2, 3: D'accord 1 and 2, Vista Higher Learning 2015 French 4: Discovering French Rouge, McDougal Littell 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	Glencoe Health McGraw Hill Education © 2011 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Visual and Performing Arts</b>	AP Art History: Gardner's Art Through the Ages (Cengage Learning) 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	District does not adopt laboratory equipment. School has equipment and supplies from a variety of science equipment vendors. <b>Percent of students lacking their own assigned textbook: 0.0%</b>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 07/1/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Repairs were noted and work orders were made. PB theater-multiple aisle seats have loose/missing fabric (L101,K101,J101,K2-missing,H1), Admin girls RR- paint peeling near ceiling on west wall, Admin6- paint chipping from furniture traffic,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Repairs were noted and work orders were made. P29-2 outlet covers missing, 200-floor plates missing on floor outlets,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Repairs were noted and work orders were made. boys Ablock RR-boys handicap toilet shifted and leaks when flushed, pool RR-girls hand dryer button broken, boys locker room-right sink in RR area leaking from p-trap when water is on,
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Repairs were noted and work orders were made. 403-12 ceiling tiles stained 1 missing (around HVAC), 500- 4 stained ceiling tiles,

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and

- 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.

### **CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	72	N/A	74	N/A	50	N/A
<b>Math</b>	40	N/A	48	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	34	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

#### CAASPP Test Results in Science by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

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

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

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

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

School Site Council or Alumni Association: Nicholas Richter, 916-782-3753 ext. 3070

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

Athletic Boosters: Emily Dodds, 916-782-3753 ext. 3600

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

### 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.

### School Safety Plan (School Year 2020-2021)

Student safety is paramount to sound educational practice. Roseville High School is proactive in building attitudes and practices that emphasize safety. The school has implemented a Positive Behavioral Intervention and Support program that fosters school attitudes around respect, being on task, aware, and responsible. As such, 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.

In addition, RHS uses CatapultEMS, a tech-based system that allows teachers to report danger, crisis, and student safety status from anywhere on campus via cell phone. An anonymous bullying reporting portal is available on our school website. In addition, a comprehensive video surveillance system has been installed. Through lock-down and evacuation training, RHS faculty and staff review and practice crisis response early in each term and throughout the remainder of the school year. A crisis response team comprised of teachers, administrators, counselors, and office staff, meets quarterly to review and revise RHS' crisis response and safety plans and receive training in their roles as leaders during a crisis. This team also partners with the Roseville Police Department and reviews safety-related issues and plans prevention, intervention, and post-intervention 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](mailto:jwilson@rjuhsd.us)

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.1	4.0	4.7	3.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.04%	2.87%	2.5
Expulsions	0%	0.01%	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	401.2

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	0.5

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	30	6	15	23	30	5	15	21	28	10	15	19
Mathematics	31	5	7	22	31	5	6	23	29	5	18	17
Science	33	1	10	16	32	1	11	15	31	2	9	14
Social Science	33		14	20	31	2	14	19	32	1	12	18

\*Number of classes indicates how many classrooms 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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

The RJUHSD has recently taken on other professional development areas that address social emotional learning and wellness. 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 is in the process of acquiring, developing and implementing two approaches that

address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. The RJUHSD focus on digital equity ensures that every student will have a personal digital device. Regular professional development opportunities abound throughout the school year. 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 after school, weekends and during the summer.

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. Roseville High School is committed to being intentional about valuing each student as an asset in the classroom and on our campus. To that end, the staff engages in professional development to implement and improve our understanding of equity and inclusion. Additionally, our teachers train with College Board in Advanced Placement courses, gaining knowledge and skills in content and delivery. AVID Summer Institutes are well attended by teachers from all core departments, and our CTE and PLTW teachers enjoy opportunities for professional growth in their various pathways. Finally, our EL coach works with our staff to assure strategies for language development are utilized across the curriculum.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,010	\$52,670
Mid-Range Teacher Salary	\$79,902	\$89,660
Highest Teacher Salary	\$104,652	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$153,863	\$158,074
Superintendent Salary	\$247,200	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	32.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions.

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

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Equal Opportunity Schools Program, College Visits, PSAT for all 10th graders and Credit/ A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended after school hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,265	\$1,218	\$7,047	\$91,692
District	N/A	N/A	\$1,927	\$89,424
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	114.1	2.5
School Site/ State	-9.5	1.5

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

In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

At Roseville High School, we use LCAP funding for intervention and support at all levels to ensure equity in opportunities for every student to be prepared for post-secondary education. Our after school tutoring program is accessible to all students, receiving LCAP funding to supply materials and pay trained student and teacher tutors. A late bus is available for student transportation. At the Advanced Placement level, we provide review materials to students and support AP exam review sessions and AP tutoring. We have also purchased AP World Language recorders and access to Turnitin.com for AP and English writing support. AP teachers benefit from professional development opportunities.

Math is another area supported with LCAP funding to provide after school intervention and support for students. English Language Learners have benefited from funds providing Chromebooks. Project Lead the Way teachers have benefited from professional training to further develop our Engineering and Bio-Medical pathways that encourage a growing STEM mindset for all students.

Finally, Roseville High School is an AVID National Demonstration Site. LCAP funding supports this program by providing highly qualified tutors to facilitate student learning among our first-generation university-bound students.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Roseville High School	2016-17	2017-18	2018-19
Dropout Rate	4.8	11	12
Graduation Rate	93.1	87.5	84.9

Rate for Roseville Joint Union High	2016-17	2017-18	2018-19
Dropout Rate	6.3	9.2	6.8
Graduation Rate	90.1	89.6	89.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	933
% of pupils completing a CTE program and earning a high school diploma	68.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8

#### Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of Programs of Study at each of our five comprehensive school sites. Programs are managed through a collaboration between teacher, site and administration ensuring that programs meet the 11 High Quality Indicators for a Program of Study. Courses in the programs are taught by CTE credentialed teachers and follow the CTE Model Curriculum Standards. Support for the programs in the district have come from Carl Perkins funds and site funds. Recently, this has been augmented with CRANE and CTE Incentive Grant funds. Currently, CTEIG funds have provided nearly \$4,500,000 of additional funding for the district and its partner schools and need to be spent by June 30, 2019.

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.16
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	60.55

#### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	12	N/A
All courses	22	22.4

\*Where there are student course enrollments of at least one student.

RHS believes that a graduate's best preparation for post-secondary education involves a well-rounded selection of courses tailored to students' interests, abilities, and aptitudes. School-wide, our counselors use career-interest surveys and other tools to help students focus on their futures and see the connections between education and career. Roseville High School curriculum offerings include five Programs of Study: Computer Science; Media; Culinary; PLTW Biomedical; PLTW Engineering. These programs meet annually with a Career Technical Education Advisory Committee (CTEAC) that includes at least three members of the industry represented. All five of the CTE programs include student run leadership experiences that provide opportunity for competition on both a state and national level.

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

### **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.