



Granite Bay High School

1 Grizzly Way • Granite Bay, CA 95746 • (916) 786-8676 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Roseville Joint Union High School District

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School Description

Granite Bay High School opened its doors in 1996 and is the fourth of five comprehensive schools in the Roseville Joint Union High School District. GBHS is located in the foothills of the California Sierra Nevada mountains adjacent to the fast-growing technology industries of Placer County. Situated on a beautiful campus featuring state-of-the-art technology, multiple athletic venues, and a 500-seat performing arts theater, the school is the centerpiece of the community. We serve students in grades 9-12 in the community of Granite Bay as well as the southeastern part of the city of Roseville. Economically, Granite Bay is primarily an college educated and affluent community. We are on a four-by-four block schedule with the school year split into two 18-week terms. Students are enrolled in four classes each term. Each semester-long course at GBHS is equal to a year-long course in a high school on a traditional six-period schedule. This schedule allows time for students to explore their passions, repeat courses for a more successful finish and/or accelerate their learning. Our student population is currently 2041 students, with a senior class of 480.

Granite Bay has a robust college-preparatory focus with a meticulous approach to choosing the right pathway for each student toward secondary success. Currently, 27.5 percent of the senior class has a grade point average above a 4.0, and it is not unusual for our seniors to apply and be accepted to multiple universities. The International Baccalaureate (IB) diploma and certificate programs promote inquiring, knowledgeable and internationally-minded individuals, while our many Advanced Placement (AP) offerings allow students to challenge themselves in specific content areas. GBHS is part of the 1% of high schools nationwide who have true equity in the makeup of the students who are taking Advanced Placement and International Baccalaureate classes. In fact, the school now tests more students in AP/IB than anyone in Northern California. Granite Bay also has a strong career-preparatory focus in our Project Lead the Way (PLTW) engineering pathway, as well as in our Information Technology, Media and Business course pathways.

Along with a tradition of excellence in the classroom, Granite Bay High School has many highly successful programs. Led by an award-winning 130 member marching band, our journalism, yearbook, speech and debate, theater and visual art departments annually sweep multiple competitions across the state and the nation. GBHS also boasts over 24 athletic programs and over 50 extra-curricular clubs such as Speech and Debate, Future Business Leaders of America (FBLA), Robotics, and Design and Engineering consistently outscore their competitors and represent this school's commitment to high achievement. Furthermore, our Peer Connections, Leadership and Student Government courses all strive to reach students who might not have a niche yet, need a little extra emotional support and/or desire to give back to the school and community.

Steeped in this tradition of high achievement and strong work ethic, and celebrating 23 years of Grizzly Pride this year, Granite Bay High School continues to promote and foster greater student success. Our school was selected as a California Distinguished School in both 2002 and 2007, as a National Blue Ribbon Award Winner in 2002, and as a Gold Ribbon School in 2017. Additionally, we received special recognition for our Visual and Performing Arts and Career Technical Education programs with our Gold Ribbon designation. Newsweek Magazine has also recognized Granite Bay as one of America's best high schools, with the most recent ranking placing us in the top 2% of all high schools in the nation. In the spring of 2013, US News and World Report ranked Granite Bay as one of America's top high schools and placed us in the top 2% of all high schools as well. Furthermore, based on state test scores, college readiness, graduation rates, SAT/ACT scores, and teacher quality, Niche recently rated GBHS as the number one public high school in the Sacramento Metropolitan Region.

Mission Statement

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

Guiding Principles

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

About 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	559
Grade 10	507
Grade 11	494
Grade 12	513
Total Enrollment	2,073

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.8
Asian	12.5
Filipino	2.3
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.2
White	66.2
Two or More Races	2.9
Socioeconomically Disadvantaged	10.9
English Learners	0.6
Students with Disabilities	5
Foster Youth	0.1
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Granite Bay High	17-18	18-19	19-20
With Full Credential	89	89	
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roseville Joint Union	17-18	18-19	19-20
With Full Credential	♦	♦	86
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Granite Bay High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* 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 2019-20)

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 9-12, Holt Literature & Language Arts, 3rd, 4th, 5th, 6th Courses, Copyright 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Integrated Math 1, 2, 3: Carnegie Integrated Math 1,2,3, Copyright 2014 Access Math: Carnegie Math, Copyright 2014 Precalculus: Adv. Math Concepts: Precalculus w/App Copyright 2006 H Precalculus: Precalculus With Limits A Graphing Approach, 5th Edition, Copyright 2008 AP Statistics: Stats-Modeling the World, Pearson Copyright 2015 AP Calculus AB/BC: Calculus Early Transcendentals 9th ed Copyright 2009 IB Math: IB Math SL, HL, and HL Options, Oxford University Press, Copyright 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	CP Biology: Biology (Holt) Copyright 2004 CP Chemistry and Honors Chem: World of Chemistry (McDougall-Littell) Copyright 2002 CP Earth Science: Earth Science (McDougal Littell) Copyright 2003 CP Physics: Physics (Holt), Copyright 2007 AP Physics 1: College Physics, 10th ed, (Cengage), Copyright 2015 AP Physics C: Physics for Scientists and Engineers (Brooks/Cole), Copyright 2008 IB Biology: Biology (Oxford) Copyright 2014 IB Chemistry: Chemistry (Oxford) Copyright 2014 AP Biology: Biology (Pearson), Copyright 2008 AP Chemistry: Chemistry (Houghton Mifflin), Copyright 2007 Physiology: Hole's Anatomy and Physiology (McGraw Hill) Copyright 2007 Fish and Wildlife Biology: Intro to Wildlife (Freeman and Co.) Copyright 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	AP Economics: Economics (McGraw Hill), 2008 Economics: Economics (Glencoe), 2008 AP Euro: A History of Western Society (Houghton Mifflin) 2008 AP Human Geo: The Cultural Landscape (Pearson) 2014 AP Govt: American Govt. (Houghton Mifflin), 2010 AP Psychology: Psychology (Worth Publishers), 2014 AP US History: The American Pageant (Cengage), 2009 Government: Magruder's American Government (Pearson) 2010 Law and Justice: Street Law (Glencoe), 2005 Psychology for the IB Diploma, Pearson, Copyright 2010 Social Psychology: Sociology (Pearson), 2013 The World's Religions, 2nd Ed., Harper Collins, Copyright 1991 Theory of Knowledge: Course Book for the IB, Oxford, Copyright 2013 World Studies: World History and the Modern World (Pearson) Copyright 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	AP Spanish: Temas (Vista), 2014 French 1, 2, 3: D'accord (Vista), 2015 Spanish 1,2,3: Realidades (Pearson), 2011 IB Spanish: Abriendo Paso (Pearson) 2007 IB French: Imaginez (Vista) 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health: Glencoe Health (McGraw Hill), 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	AP Art History: Gardener's Art Through the Ages (Cengage Learning) 2015 Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company 1995 Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	District doesn't formally adopt science equipment. Equipment is supplied by various science equipment vendors. Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, a swimming pool complex, 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.

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, two 7-hour campus monitors, and one 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 that will provide for deferred maintenance as well as some specific upgrades to the school campus. While projects are still in the development phase, the school plans to add solar parking covers to the main parking lot, replacement and upgrade of the pool facilities, and a full snack bar/restroom facility to serve both home and visiting fans in the stadium.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Minor repairs have been noted and work orders were made. Missing cove base.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Repairs have been noted and work orders were made. Lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Minor repairs have been noted and work orders were made. Water fountain needs adjustment.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Minor repairs have been noted and work orders were made. Ceiling tiles stained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	89	89	72	74	50	50
Math	74	74	49	48	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	467	459	98.29	88.67
Male	239	235	98.33	86.81
Female	228	224	98.25	90.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	64	98.46	100.00
Filipino	11	11	100.00	81.82
Hispanic or Latino	46	45	97.83	86.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	298	98.35	88.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	77.08
English Learners	--	--	--	--
Students with Disabilities	12	10	83.33	50.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	23.4	32.0	23.8

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	467	459	98.29	74.29
Male	239	235	98.33	76.17
Female	228	224	98.25	72.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	64	98.46	95.31
Filipino	11	11	100.00	81.82
Hispanic or Latino	46	45	97.83	68.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	298	98.35	72.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	52.08
English Learners	--	--	--	--
Students with Disabilities	12	10	83.33	30.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 2019-20)

Parental involvement is strongly encouraged at GBHS. Many parents are involved as volunteers on campus in the Student Store, helping to produce our publications and events, supporting teachers through the PEST program and even serving on school committees, including the Safety Committee and School Site Council. Parents are encouraged to collaborate with school administration, teachers, students, and other school personnel as part of our Continuous School Improvement (CSI) process at community CSI events. Parents throughout the district were invited to two community forums to discuss the new LCAP plan, and numerous outreach efforts engage parents in school programs and opportunities (AP/IB Information Night, 9th Grade transition nights, and Back to School Nights). Most athletic and competing organizations (band, choir, dance, drama, speech) have their own parent support groups in the Booster Association. Several programs include parent volunteers, who are formally cleared by the district office's approval processes. For information about parent volunteers or Booster Club meetings, contact Assistant Principal Greg Sloan at (916) 786-8676 ext. 5102. For information about School Site Council or School Safety Committee, please contact Principal's Secretary Meagan Swartz at (916) 786-8676 ext. 5123.

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

Our comprehensive safe school plan was last updated after a thorough review of our crime reports, disaster procedures, harassment policies, and school disciplinary practices. Drafts are reviewed regularly by the school's Safety Committee (which includes school officials - teachers, nurse, site administration & secretary - School Resource Officer, campus monitors, parent and student reps) and by the district safe schools coordinator. The site Safety Committee and Crisis Response Team meets monthly to review overall school safety, including both preventative and response plans to potential school emergencies. The school's comprehensive school safety plan was revised and approved in January 2020. Safety procedures and protocols are reviewed with staff regularly, and safety drills are conducted multiple times per year. In 2016, along all schools in the Roseville Joint Union High School District, GBHS introduced the use of the Catapult Emergency Management System (EMS). This comprehensive system allows staff members to quickly and clearly report potential emergency situations to the school's Crisis Response Team. In addition, it equips this team to effectively manage emergencies by enhancing communication and student accounting. In addition, students and school community members can anonymously report bullying and similar incidents right from the school's home page, which alerts school administration immediately of the issue for a timely resolution.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.2	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.0	4.7	3.2
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	518.3

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	33	2	9	28	31	4	12	22	30	4	19	16
Mathematics	31	3	16	23	31	4	16	23	29	4	25	14
Science	30	6	8	15	30	3	13	14	31	3	10	18
Social Science	32	6	11	28	30	8	11	28	31	7	13	25

* 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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

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 increase 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 for learning by the 2020-21 school year. In the meantime, every student will have access to a digital device during school hours on school campuses. 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 gain an initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part, all teachers have developed and implemented Essential Learning Outcomes across the district. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

At Granite Bay High School, site-specific professional development is guided by a Leadership Team, which is comprised of teachers from multiple departments and administrators. The purpose of the Leadership team is to encourage and support high-quality equitable instruction in all classrooms. The team has developed a plan to institute equitable teaching practices and continue fair and effective grading practices. This is addressed through Professional Learning Teams (PLT), whole staff and small group training, as well as systemic shifts, to facilitate implementation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,598	\$52,466
Mid-Range Teacher Salary	\$77,733	\$87,373
Highest Teacher Salary	\$101,811	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$150,507	\$153,904
Superintendent Salary	\$223,693	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	33%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 District-wide 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. At GBHS, we invite the English Language Learner Parents/Guardians into the classroom each semester to meet our English Language Teacher and to learn about how their students are progressing with their English proficiency. In addition, we plan field trips to both 4 year and 2-year colleges for students.

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 Naviance, Equal Opportunity Schools Program, College Visits, PSAT for all 10th graders and Credit/ A-G Recovery. At GBHS, Counselors provide grade level meetings focused on college readiness. In addition, Counselors utilize Naviance to provide grade level classroom lessons. While in the grade level, classroom meetings, Counselors grab data on the student’s plans for after high school, and whether or not the students are first-generation. We utilize this data for their grade level meetings in order to match our students’ interests and situations. When students come to their grade level meetings they have the choice to spend time in meetings that align with their plans after high school. Students have the opportunity to choose to attend sessions on Military, Out of State/Private Universities, University of California Schools, California State Schools, and Common Applications.

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. Our academic after-school interventions run Monday thru Thursday from 2:45 PM until 3:45 PM. Students have the choice to attend one of four different settings available to them. Settings include:

1. Tutoring in the Learning Center offers a quiet place to study and tutors are available on a drop-in basis for most subjects.
2. The Math Tutoring Center offers Access, CCIM1, CCIM2, and CCIM3 support. Support for students includes at least one teacher and multiple student tutors.
3. The Science Tutoring Center offers a Science Teacher available for support, and the opportunity for students to make up Science homework, tests, quizzes, and labs.
4. The Homework Center allows for a quiet setting for students to work and the opportunity for students to make up tests from any subject. We have a Teacher in the Homework Center for support.

Our social/emotional supports include 5 full-time Counselors for students to access. If additional services are requested/needed, GBHS also has a student wellness center staffed with a full time Mental Health Associate, three Graduate Level Trainees and one Bachelor in Social Work Intern who are available for students if they would like or need additional social/emotional support.

In addition, District-wide 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) district-wide to help support multi-tiered systems of support.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,793	\$826	\$6,967	\$85,670
District	N/A	N/A	\$1,989	\$86,527.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	111.2	-1.0
School Site/ State	-7.5	-3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Granite Bay High School	2015-16	2016-17	2017-18
Dropout Rate	1.4	4.3	2.9
Graduation Rate	97.3	94.3	96.1

Rate for Roseville Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	4.4	6.3	9.2
Graduation Rate	92.6	90.1	89.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	940
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89.5%

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 has come from Carl Perkins funds and site funds. Recently, this has been augmented with CTE Incentive Grant funds and K-12 Strong Workforce grants. Currently, CTEIG and Perkins funds provide over \$125,000 to each comprehensive school to build and maintain their CTE programs.

Granite Bay High School provides four Career Technical Education programs of study that build college and career readiness in 4 dynamic and viable career pathways:

1. Engineering: This program includes 3 Project Lead The Way courses that combine theory with practice: Intro to Engineering Design, Civil Engineering and Architecture, and Engineering Design and Development. Students also participate in the ACE Mentor Program, where they work with industry experts to produce and present projects under strict specifications and tight timelines.
2. Computer Science: This program includes 3 courses: Exploring Computer Science, AP Computer Science Principles, and Technology Innovation. Students may also participate in the GBiT program, where students run an actual technical services business on campus. Students also gain management experience through a unique capstone experience in the GBiT program, where student managers enroll in the Technology Innovation course.
3. Business: With courses like Principles of Business, Sports and Entertainment Marketing, and the Empowering Entrepreneurs course, students develop a well-rounded business acumen for future success. Students pursuing further study in Business may participate in FBLA (Future Business Leaders of America), in which students compete with other schools in various business contests, including safe driving marketing campaigns, and a partnership with a local auto dealer that teaches sales and financing skills to students, or the IB Business Management Course. The Principles of Business course was granted "G" elective credit by the UC system in the 2016-2017 school year.
4. Media Production: The award-winning GBHS Media program builds broadcasting, production, and editing skills for students wishing to go into Arts and Entertainment fields related to media. GBHS students film and "livecast" numerous events, including GBHS sports contests, student plays, and graduation ceremonies. GBHS media students also produce weekly video bulletins and numerous special events in conjunction with school activities, including homecoming, Ripple Effect, Every 15 Minutes, and much more. Courses include: Media Production, Advanced Media Production, and Media Management. The Media Productions course was granted "F" credit by the UC system in the 2016-2017 school year.

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

DataQuest

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	98.79
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	79.16

2018-19 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		N/A
Foreign Language		N/A
Mathematics	8	N/A
Science	1	N/A
Social Science	23	N/A
All courses	38	39.2

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

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

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).

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.