

Granite Bay High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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
County-District-School (CDS) Code	31 66928 3130184

2023-24 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

2023-24 School Description and Mission Statement

Granite Bay High School opened its doors in 1996 and is the fourth of six 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 a college educated and affluent community. We are on a 4x4 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 students, 2011 with a senior class of 492. Recently we just added a new snack bar to our football stadium. It's amazing and has a full kitchen that contains multiple restrooms and water fill stations.

Granite Bay has a robust college-preparatory focus with a meticulous approach to choosing the right pathway for each student toward secondary success. Currently, 138 seniors have 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 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 65 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.

2023-24 School Description and Mission Statement

Steeped in this tradition of high achievement and strong work ethic, and celebrating 27 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 2002, 2007, and 2021. We received recognition 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. Along with that, Granite Bay is ranked the number 1 school in the Sacramento Area on Niche.com. Also, Granite Bay is a 10/10 on Greatschools.org. Apart from that, Granite Bay is an AP Honor Roll Gold Recipient for 2023. 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	505
Grade 10	498
Grade 11	487
Grade 12	482
Total Enrollment	1,972

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	48.5%
American Indian or Alaska Native	1.2%
Asian	16%
Black or African American	2.9%
Filipino	2.8%
Hispanic or Latino	13%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	3.5%
White	57.2%
English Learners	1.6%
Foster Youth	0.1%
Homeless	0.3%
Socioeconomically Disadvantaged	11.7%
Students with Disabilities	6.9%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.60	89.50	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.80	9.17	44.40	8.25	12115.80	4.41
Unknown	1.10	1.32	17.10	3.19	18854.30	6.86
Total Teaching Positions	85.60	100.00	539.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.00	91.83	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	1.18	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	2.71	16.90	3.00	11953.10	4.28
Unknown	3.50	4.27	23.80	4.21	15831.90	5.67
Total Teaching Positions	83.80	100.00	566.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	7.80	2.20
Total Out-of-Field Teachers	7.80	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.8
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006	Yes	0.0%

	<p>English 9: Literature & Language Arts, 3rd course (Holt) © 2003</p> <p>English 10: Literature & Language Arts, 4th course (Holt) © 2003</p> <p>English 11: Literature & Language Arts, 5th course (Holt) © 2003</p> <p>English 12: Literature & Language Arts, 6th course (Holt) © 2010</p> <p>AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006</p> <p>AP English Language: The Bedford Reader, 9th, Bedford/St. Martins, © 2009</p>		
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>	Yes	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: Chemistry (Houghton Mifflin), © 2007</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>	Yes	0.0%

	IB Chemistry: Chemistry (Oxford) © 2014		
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>	Yes	0.0%
Foreign Language	<p>AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024</p> <p>French 1, 2, 3: D'accord (Vista) © 2015</p> <p>Spanish 1, 2, 3: Realidades (Pearson) © 2011</p> <p>IB Spanish: Manana Spanish B for the IB Diploma Coursebook © 2018</p> <p>IB French: Imaginez (Vista) © 2012</p>	Yes	0.0%
Health	Health: Glencoe Health (McGraw Hill) © 2011	Yes	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>	Yes	0.0%

Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%
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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.

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 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 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 a full snack bar/restroom facility to serve both home and visiting fans in the stadium.

Year and month of the most recent FIT report	4/10/2023
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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			
Interior: Interior Surfaces	X			Repairs were noted and work orders were made. 829-wall paper peeling. 835-carpet seam in middle split.812-carpet seam split.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made. 658-floor outlet cover broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	83	66	62	47	46
Mathematics (grades 3-8 and 11)	61	59	39	36	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	482	467	96.89	3.11	83.30
Female	244	234	95.90	4.10	90.60
Male	237	233	98.31	1.69	75.97
American Indian or Alaska Native	--	--	--	--	--
Asian	63	61	96.83	3.17	96.72
Black or African American	16	16	100.00	0.00	68.75
Filipino	13	13	100.00	0.00	100.00
Hispanic or Latino	71	69	97.18	2.82	76.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	80.65
White	279	271	97.13	2.87	82.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	45	90.00	10.00	84.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	23.53

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	482	461	95.64	4.36	58.79
Female	244	230	94.26	5.74	57.39
Male	237	231	97.47	2.53	60.17
American Indian or Alaska Native	--	--	--	--	--
Asian	63	61	96.83	3.17	85.25
Black or African American	16	16	100.00	0.00	37.50
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	71	65	91.55	8.45	47.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	48.39
White	279	269	96.42	3.58	56.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	45	90.00	10.00	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	11.76

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	58.71	62.95	46.73	46.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	931	909	97.64	2.36	62.82
Female	479	465	97.08	2.92	64.95
Male	448	441	98.44	1.56	60.32
American Indian or Alaska Native	--	--	--	--	--
Asian	143	142	99.30	0.70	77.46
Black or African American	28	28	100.00	0.00	46.43
Filipino	29	29	100.00	0.00	82.76
Hispanic or Latino	120	115	95.83	4.17	54.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	52	96.30	3.70	55.77
White	543	530	97.61	2.39	61.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	88	95.65	4.35	44.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	30	88.24	11.76	13.33

2022-23 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. CTE funds from Perkins, CTEIG, and K-12 Strong Workforce Program provide over \$1,500,000 a year to support RJUHSD 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.

5. Professional Photography: Students will learn how to incorporate the elements of art and principles of design to create original, creative, and communicative photographic works, using digital SLR cameras. Emphasis will be on learning the qualities of a good photograph through; compositional layout, impact and interest, and manual settings. Students will be expected to exhibit proper management of equipment, due to the cost of equipment. Knowledge of basic computer skills expected.

6. Construction Technology: The Construction Trades pathway focuses on skill preparation and career awareness in both residential and commercial construction. The pathway emphasizes processes, systems, and the way in which structures are designed and built. The knowledge and skills are acquired through hands-on, project-based, and work-based instruction. Students in this pathway are designed to prepare students for technical training, postsecondary education, and entry to a career in construction and building design, performance, and sustainability.

7. CTE Mental and Behavioral Health: This course is the first in the CTE pathway of Health Science & Medical Technology: Mental & Behavioral Health. Students will explore mental and behavioral health and the corresponding career paths associated with this area of study. Students will define mental illness, differentiate between myths and truths about mental illness, and learn how the physiology of the nervous system relates to physical, mental, and emotional health. Students will have the opportunity to assess their own personality, leadership style, as well as their mental and behavioral health support. They will also be learning beginning counseling skills, and will explore our community and the resources available for support.

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

2022-23 Career Technical Education Programs

swaggoner@rjuhsd.us.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	776
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.63
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	78.67

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	98.1%	97.5%	97.5%	97.3%	98.4%

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.

2023-24 Opportunities for Parental Involvement

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 Step Up 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 community meetings 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 Levirt Griffin at (916) 786-8676 ext. 5105. For information about School Site Council or School Safety Committee, please contact Principal's Secretary Meagan Swartz 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6	2.7	4.1	10	5.8	6.5	9.4	7.8	8.2
Graduation Rate	92.9	95.6	95.3	88.1	90.9	91.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	464	442	95.3
Female	244	230	94.3
Male	217	209	96.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	85	84	98.8
Black or African American	12	11	91.7
Filipino	15	15	100.0
Hispanic or Latino	51	48	94.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	11	78.6
White	272	259	95.2
English Learners	18	15	83.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	82	73	89.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	17	56.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2037	2003	128	6.4
Female	1032	1014	72	7.1
Male	994	980	54	5.5
Non-Binary	11	9	2	22.2
American Indian or Alaska Native	25	24	5	20.8
Asian	323	318	12	3.8
Black or African American	60	60	6	10.0
Filipino	55	55	2	3.6
Hispanic or Latino	274	269	28	10.4
Native Hawaiian or Pacific Islander	14	13	1	7.7
Two or More Races	72	71	3	4.2
White	1155	1134	64	5.6
English Learners	51	49	3	6.1
Foster Youth	2	2	0	0.0
Homeless	14	13	3	23.1
Socioeconomically Disadvantaged	280	273	39	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	147	144	21	14.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.72	1.41	3.49	0.69	3.63	4.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.49	0
Female	1.74	0
Male	5.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.55	0
Black or African American	5	0
Filipino	1.82	0
Hispanic or Latino	4.74	0
Native Hawaiian or Pacific Islander	14.29	0
Two or More Races	1.39	0
White	3.46	0
English Learners	1.96	0
Foster Youth	0	0
Homeless	28.57	0
Socioeconomically Disadvantaged	3.93	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.72	0

2023-24 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, and parent representative) and by the district safe schools coordinator. The Site Safety Committee meets monthly to review overall school safety, including both preventative and response plans to potential school emergencies. The school's comprehensive school safety plan for 2023-2024 was revised and approved by the school board in March of 2023. Safety procedures and protocols are reviewed with staff regularly, and safety drills are conducted monthly. A key addition to this year's plan is the involvement and training of our school site administrators as it relates to our Behavior Threat Assessment and Management Team. All schools in the Roseville Joint Union High School District use 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	36	11	4	25
Mathematics	32	2	16	23
Science	47		2	26
Social Science	34	6	4	22

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	16	17
Mathematics	33	2	19	17
Science	30	4	16	12
Social Science	28	9	15	20

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

2022-23 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	394.4

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,728	\$1,282	\$7,446	\$94,945
District	N/A	N/A	\$8,012	\$94,530
Percent Difference - School Site and District	N/A	N/A	-7.3	4.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	12.1	0.9

Fiscal Year 2022-23 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 College & Career Grade Level Advising Lessons, College Admission Representative Visits, PSAT for all 10th graders, and Credit/ A-G Recovery. At GBHS, Counselors provide grade level meetings focused on college readiness. In these sessions Counselors utilize College Board and California Colleges.edu to provide students with an opportunity to research careers and post-high school options. While in the grade level, classroom meetings, Counselors administer pre and post questionnaires to 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.

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 through 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. Peer Tutoring takes place three days a week in designated classrooms, providing student tutors in areas such as Integrated Math 1-3, Sciences, and English with at least one teacher per subject and multiple student tutors. Students are able to make up homework, tests, quizzes, and labs.
3. 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, a Family and Community Engagement Liaison, 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. This year we have increased accessibility of Wellness Center services by creating forms and processes for student to self-refer and for parents and teachers to submit referrals for students.

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$57,934	\$57,234
Mid-Range Teacher Salary	\$86,125	\$95,467
Highest Teacher Salary	\$112,801	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$185,165	\$173,198
Superintendent Salary	\$259,250	\$277,572
Percent of Budget for Teacher Salaries	33.83%	31.17%
Percent of Budget for Administrative Salaries	5.23%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32.5
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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	5
Fine and Performing Arts	0
Foreign Language	0
Mathematics	6
Science	2
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	29

Professional Development

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.

Professional Development

The RJUHSD has recently taken on other professional development areas that address student 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.

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 ensured that every student has had a personal digital device for learning since the 2020-21 school year. We have made concerted efforts to ensure that all students are able to access the internet for learning and school related purposes. 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3