



# Oakmont High School

## 2009-2010 School Accountability Report Card

**Kathleen Sirovy,  
Principal**

**School Address:  
1710 Cirby Way  
Roseville, CA  
95661-5520**

**(916) 782-3781**

**Roseville Joint  
Union High  
School District**

**Tony Monetti,  
Superintendent**

**District Address:  
1750 Cirby Way  
Roseville, CA 95661**

**(916) 786-2051**

[www.rjuhsd.k12.ca.us](http://www.rjuhsd.k12.ca.us)

### School Profile

Oakmont High School is located in the City of Roseville in the Sacramento Valley, surrounded by the communities of Citrus Heights, Rocklin, and Antelope. It is one of five comprehensive high schools in the Roseville Joint Union High School District. Oakmont opened in September of 1966. In the past ten years the campus has been updated with additional technology capacity, a new performing arts building and a modern field turf athletic stadium and a new administration building. In addition to serving 1560 students the school serves as a center of activity for a growing community. Oakmont High School's vision is one in which the staff, community, and students work together to encourage responsibility, integrity and an enthusiasm for learning. The goal of Oakmont High School is to provide experiences where ALL students will learn at high levels.

### Discipline & Climate for Learning

Oakmont High School engages discipline practices that are progressive. Students are informed of discipline policy by having class meetings to review the student handbook. The handbook, which includes the policies and consequences to undesired behaviors, is provided in hardcopy to all students and is online at the school and district websites. Additionally, one of the four counselors focuses exclusively on students who are at-risk due to their behavior and academic performance. One-to-one counseling is provided as well as group sessions. Oakmont's Intervention Response Team (IRT) helps students and families with connecting to necessary services and testing. Oakmont teachers follow an "IRT" process to provide behavioral and academic support for students.

#### Suspensions & Expulsions

	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	226	197	136	1730	1231	1128
Suspension Rate	10.0%	10.6%	7.9%	19.1%	13.0%	11.4%
Expulsions	6	2	5	41	34	38
Expulsion Rate	0.3%	0.1%	0.3%	0.5%	0.4%	0.4%

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

#### Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
9th	669	406	426
10th	575	369	400
11th	551	572	362
12th	466	509	527

#### Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	4.6%
American Indian	1.0%
Asian	6.1%
Filipino	2.4%
Hispanic or Latino	14.4%
Pacific Islander	0.2%
White	66.2%
Two or More	4.3%
None Reported	0.8%

## Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10	08	09	10
English	25	27	30	30	18	7	6	7	29	17	13	30
Mathematics	27	30	32	18	11	3	15	4	28	15	18	27
Science	32	33	32	2	1	3	4	3	14	17	13	20
Social Science	36	34	32	-	1	3	2	6	13	25	21	37

## Counseling & Support Staff

It is the goal of Oakmont High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. We have three full time counselors and one part-time intervention counselor. Other support staff include librarian, school nurse, school psychologist, speech therapist, and special services coordinator. We have eight para educators who help special needs students and assist teachers. We also have a Youth Services Officer.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	5	5.00
Librarian/library media teacher	1	1.00
School nurse	1	1.00

## At Risk Interventions

Oakmont High provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. The school also has a full time Intervention Counselor who monitors student academic performance and assists them with social or emotional issues which restrict their ability to learn. Additionally, a Special Education teacher spends one-third of her time working with at-risk students who are in that program.

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.0%	3.0%
District	96.9%	3.1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Oakmont High has 71 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. In the 2010 - 2011 school year there were 10 teachers assigned to courses which were outside their credentialed areas. None of those assignments were in the academic core.

	Teacher Credential Status			District
	School			
	07-08	08-09	09-10	09-10
Fully Credentialed	102	84	69	455
Without Full Credentials	2	0	0	0
Working Outside Subject	12	0	11	24

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Staff Development

The RJUHSD is organized into Professional Learning Communities (PLCs). Students are released early each Monday to allow teachers to meet in their PLCs. In their PLCs teachers work to build curriculum and assessments and analyze data from the assessments to change instruction and share best practices. Oakmont is a member of the Placer County BTSA Induction Consortium. New teachers are provided professional development through this program. English teachers receive training from their colleagues on writing instruction as a part of the district writing assessment process. Teachers in the core academic disciplines are engaged in a district-wide process aimed at the development of common assessments for their courses. The development of common assessments involves defining specific learning targets for each subject area, discussion of data, development of the assessment, and the discussion of the instructional practices most likely to be effective in helping all students achieve mastery. In addition to the above OHS has a Vision and Leadership Team which consists of teachers, administrators, parents, and students. This team meets monthly to discuss and explore topics in improving our learning community. Teachers receive monthly professional development during faculty meetings which include such topics as English Language Learners, Special Needs students, interventions, PLC strategies, etc. Teachers attend prep-period meetings occasionally that support teachers in intervention strategies and PLC concepts.

## Parent Involvement

Parents play a very important role through their participation and involvement in the Site Council, Vision and Leadership Team, Parents Club, student store, booster clubs, and various annual events that support our education programs. Parent involvement is strongly encouraged. Contact Michelle Mahoney (916) 782-3781 for information.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oakmont High at (916) 782-3781.

## Physical Fitness

In the spring of each year, Oakmont High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. **2009-10 fitness scores were not available from the CDE at the time of publication.**

## Instructional Materials

The Roseville Joint Union High School District held a public meeting at the beginning of the school year and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Granite Bay, Antelope and Roseville, which contain numerous computer workstations.

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API		
	School	District	State
All Students	822	811	767
Hispanic or Latino	783	758	715
White	822	822	838
Socioeconomically Disadvantaged	772	741	712

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Prentice Hall	2007	Yes	0.0%
9th-12th	Health	Holt	2007	Yes	0.0%
10th-11th	History/Social Science	Prentice Hall	2007	Yes	0.0%
9th-12th	History/Social Studies	Harcourt	2007	Yes	0.0%
9th-12th	Mathematics	CPM Educational	2007	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	2007	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt Rinehart	2007	Yes	0.0%
9th-12th	Science	Houghton Mifflin	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Pearson Scott Foresman	2007	Yes	0.0%

## API School Results

	07-08	08-09	09-10
Statewide	8	8	8
Similar Schools	4	6	5
All Students at the School			
Actual API Change	35	20	21
Black or African American			
Actual API Change	26	-	-
Asian			
Actual API Change	26	-	-
Hispanic or Latino			
Actual API Change	24	37	6
White			
Actual API Change	38	15	13
Socioeconomically Disadvantaged			
Actual API Change	60	7	32
Students with Disabilities			
Actual API Change	8	-	-

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

## Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2010-11)	-	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	42.86%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent period, is shown. Summative scores are not available for Math (grades 9-11) and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	60	65	68	63	65	67	46	50	52
Mathematics	25	28	33	25	25	25	43	46	48
Science	56	66	62	54	62	64	46	50	54
History/Social Science	41	56	59	46	55	59	36	41	44

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	67	25	64	59
School	68	33	62	59
African American	54	18	44	42
American Indian	71	43	*	*
Asian	81	48	75	69
Filipino	75	37	83	58
Hispanic or Latino	54	22	47	44
Pacific Islander	*	*	*	*
White	70	34	65	61
Males	64	33	60	65
Females	72	33	64	52
Socioeconomically Disadvantaged	51	25	45	43
English Learners	20	16	18	30
Students with Disabilities	20	15	20	29
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Granite Bay High School has met both AYP and API criteria set by NCLB standards.

CAHSEE By Subject									
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	69.9	70.0	52.9	71.8	71.2	52.0	75.0	75.0	54.0
Mathematics	69.5	68.9	51.3	78.3	73.0	53.3	75.0	71.0	53.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	24.7	31.1	44.9	27.8	46.6	25.6
All Students School	25.0	31.0	45.0	25.0	43.0	32.0
Male	29.0	32.0	39.0	23.0	44.0	33.0
Female	20.0	29.0	51.0	28.0	41.0	31.0
African American	33.3	46.7	20.0	33.3	53.3	13.3
Asian	21.0	17.0	63.0	13.0	21.0	67.0
Hispanic or Latino	40.0	30.0	30.0	36.0	42.0	22.0
White	20.0	31.0	49.0	23.0	44.0	33.0
English Learners	68.0	21.0	11.0	39.0	54.0	7.0
Socioeconomically Disadvantaged	43.0	28.0	30.0	43.0	37.0	20.0
Students with Disabilities	65.4	19.2	15.4	65.4	30.8	3.8

## Advanced Placement Classes

Oakmont High School encourages students to continue their education after high school. Oakmont High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit or enrollment. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2009- 2010 school year, 593 students participated AP courses and 282 students took the exams. Of those students, 159 (27%) scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Fine and Performing Arts	2	-
English	2	-
Foreign Language	2	-
Mathematics	3	-
Science	1	-
Social Science	3	-
Totals	13	-
Percent of Students in AP Courses		21%

## UC/CSU Course Completion

Students at Oakmont High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	62.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	51.0%

\* Duplicated Count (one student can be enrolled in several courses).

## Dropout & Graduation Rates

Information from Data Quest from the CDE website reports Oakmont High School has a dropout rate of 1.3% as an adjusted one year rate for the school year 2008-09. The district provides alternative settings for students whose graduation status is at-risk such as adult and continuation school.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	1.00%	1.00%	1.30%
Graduation Rate	97.00%	98.00%	95.40%

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For the 2009-2010 school year, all seniors pass the CAHSEE with the exception of students who took the CAPA test. Detailed information about graduation rates can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

### Career Technical Education (CTE) Programs

Oakmont High School offers CTE programs in construction technology, business, design engineering, culinary arts, fashion design, and web/media. Oakmont also has a Health Academy that is open to all district students. Placer County's 49er Regional Occupation Program (ROP) serves district students with courses in veterinary medicine, automotive technology, business and marketing, computer technology, construction, cosmetology, education, electronics, fire science, graphic communications, and health and medical careers. For information about the district's career technical advisory committee, which includes representatives from local industries including engineering, construction, culinary arts, business, and computer technology, fashion design, media, please contact John Montgomery at the district office, (916) 786-2051 or [jmontgomery@rjuhsd.us](mailto:jmontgomery@rjuhsd.us).

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Completion of High School Graduation Requirements			
	School	District	State
All Students	*	87.0%	*
African American	*	82.4%	*
American Indian	*	66.7%	*
Filipino	*	88.1%	*
Hispanic or Latino	*	74.7%	*
White	*	88.8%	*
Chinese	*	100.0%	*
Japanese	*	92.3%	*
Vietnamese	*	96.2%	*
Asian Indian	*	96.5%	*
Laotian	*	100.0%	*
Other Asian	*	83.3%	*
Guamanian	*	100.0%	*
Samoan	*	100.0%	*
Other Pacific Islander	*	60.0%	*

\* Data was not available at the time of publication.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	897
What percent of the school's pupils complete a CTE program and earn a high school diploma?	7.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	73.0

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Safe School Plan

The Oakmont High School Safety Committee established a Safety and Security Manual which is in compliance with state standards. This document is revised and supplemented annually. The Manual has procedures and policies on a wide variety of safety issues such as workplace safety, crisis response, safety walk through, emergency procedures, and student and staff emotional well-being. The Incident Management System is in compliance with Homeland Security Presidential Directive/HSPD-5. The site safety committee meets monthly to review health and safety related issues. Safety guidelines are reviewed with staff at the beginning of each year with updates as necessary. In terms of security, Oakmont High School utilizes Campus Monitors to help maintain order. The Campus Monitors work under a set of Post Orders which are unique to Oakmont.

## School Facilities

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Conditions				
Date of Last Inspection: 12/24/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$42,098	\$43,096
Mid-Range Teachers	\$64,676	\$70,018
Highest Teachers	\$84,710	\$89,675
Elementary School Principals	-	-
Middle School Principals	-	\$122,408
High School Principals	\$125,627	\$128,615
Superintendent	\$196,766	\$204,469
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.5%	37.7%
Administrative Salaries	6.5%	5.1%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,719
District	\$67,719
Percentage of Variation	0.00%
School & State	
All High School Districts	\$69,595
Percentage of Variation	2.70%

## District Expenditures

Roseville Joint Union High spent an average of \$7,628 to educate each student, (based on 2008-09 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,002
From Restricted Sources	\$1,056
From Unrestricted Sources	\$4,947
District	
From Unrestricted Sources	\$5,908
Percentage of Variation between School & District	16.27%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	12.92%

## District Revenue Sources

State categorical programs include Economic Impact Aid, Tenth Grade Counseling, Peer Assisted Review Program, Gifted and Talented Education, Community-Based English Tutoring. Federal categorical programs include Title II Parts A and D, Title III Part A, Title IV Part A, Title V Part A, and the Perkins' Vocational & Technical Education. Grant programs include the Tobacco Use Prevention Education 9-12 Grant, McKinney-Vento Homeless Grant, Workforce Investment Act – Title II, the Small Learning Communities Grant, and the Advance Placement Challenge Grant.

## Data Sources

Data within the SARC was provided by Roseville Joint Union High School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

