



Granite Bay High School

2009-2010 School Accountability Report Card

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Principal**

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**Roseville Joint
Union High
School District**

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School Profile

Located in the foothills of the California Sierra Nevada mountains and adjacent to the fast growing technology industries of Placer County, Granite Bay High School opened its doors for the very first time in August of 1996. The campus features state-of-the-art technology, a beautiful performing arts complex, and an innovative academic program. The school was designed to serve as a centerpiece for a growing community. From its inception, parents, students, teachers and community members have worked together to create a school that challenges students with a rigorous and relevant education in a dynamic environment marked by a real sense of community. Granite Bay serves a population of 2160 students and it is one of five comprehensive high schools in the Roseville Joint Union High School District.

Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	0.7%
American Indian	0.5%
Asian	6.2%
Filipino	1.0%
Hispanic or Latino	8.1%
Pacific Islander	0.1%
White	75.2%
Two or More	8.1%

Discipline & Climate for Learning

Granite Bay High school discipline practices encompass the utilization of a progressive process. With four counselors and four assistant principals, students and teachers are informed of discipline policy by having class meetings to review the student handbook. The handbook, which houses the policies and consequences to expected behaviors, is provided in hardcopy to all freshmen, available for purchase through student services, and is online at the school and District websites.

Suspensions & Expulsions

	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	110	171	124	1730	1231	1128
Suspension Rate	5.2%	8.2%	5.7%	19.1%	13.0%	11.4%
Expulsions	5	2	0	41	34	38
Expulsion Rate	0.2%	0.1%	0.0%	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	575	520	589
10th	526	560	518
11th	502	520	577
12th	496	492	493

Staff Development

For the past five years, the RJUHS D has provided staff development around curriculum alignment to standards, building assessment literacy, and developing powerful instruction.

We are members of the Placer County BTSA Induction Consortium and have beginning teachers receive coaching from a mentor teacher and participate in staff development activities designed to meet their needs. English teachers receive training from their colleagues on writing instruction as a part of the district writing assessment process. A team of teachers who have assumed a leadership role are currently working together on a process to chart what students need to know and be able do to master the standards.

Teachers work in professional learning teams to improve classroom assessments. District staff has worked to improve student learning through common assessments and professional learning teams that have focused on assessing what students have learned and improving classroom instructional practices.

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	29	29	31	12	16	9	8	8	40	21	18	30
Mathematics	30	29	28	7	10	12	15	13	40	18	18	29
Science	31	30	28	2	4	11	11	8	24	12	16	24
Social Science	35	34	34	-	1	2	7	7	40	24	23	33

Counseling & Support Staff

It is the goal of Granite Bay 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.

Granite Bay High School has four comprehensive counselors, 1 special services counselor, 1 student support counselor, 1.5 psychologists, 1 workability counselor, and 1 speech therapist.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Aides for Severely Handicapped	4	As Needed
Attendance Clerk	1	1.00
Band/Music Director	1	1
Campus Monitor	4	4
Career Specialist	1	As Needed
Counselor	4	4.00
Hard of Hearing Program Aide/Interpreter	1	1
Librarian	1	1
Literacy Coach	1	As Needed
One-on-One Aides	3	3
Primary Intervention Program (PIP) Staff	1	1
Psychologist	1	1
School nurse	1	1
Speech Therapist	1	As Needed

Parent Involvement

Parental involvement is strongly encouraged. Over 150 parents are involved as volunteers on campus in the Student Store, helping to produce our publications, or walking the campus in our PAWS (Parents Assisting with Students) program. Most athletic and competing organizations (band, choir, dance, drama, speech) have their own parent support groups in the Booster Association. Contact: Asst. Principal Dave Vujovich (916) 786-8676.

Granite Bay High School also has a parent group (PIE) that meets on the first Wednesday of every month, to follow school happenings and to provide parent and community input.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Granite Bay High at (916) 786-8676.

Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Granite Bay High had 96 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	94	94	98	455
Without Full Credentials	0	1	0	0
Working Outside Subject	0	2	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
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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.

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.4%	0.6%
District	96.9%	3.1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Physical Fitness

In the spring of each year, Granite Bay 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.**

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.

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.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9th-12th	English/ Language Arts	Holt	2000	Yes	0.0%	
10th-11th	Foreign Language	McDougal Littell	2000	Yes	0.0%	
9th	Health	Holt	1994	Yes	0.0%	
10th-12th	History/Social Science	Houghton Mifflin	2000	Yes	0.0%	
9th-12th	Mathematics	McDougal Littell	2004	Yes	0.0%	
9th-10th	Reading Language Arts	Holt	2002	Yes	0.0%	
9th-12th	Science	Kendall/Hunt	1992	Yes	0.0%	
10th-12th	Science Laboratory Equipment	N/A	2004	Yes	0.0%	

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	76	76	78	63	65	67	46	50	52
Mathematics	34	29	31	25	25	25	43	46	48
Science	62	70	74	54	62	64	46	50	54
History/Social Science	59	65	69	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)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	67	25	64	59
School	78	31	74	69
African American	27	*	*	*
American Indian	73	*	*	*
Asian	86	57	95	78
Filipino	94	37	*	*
Hispanic or Latino	69	24	56	63
Pacific Islander	*	*	*	*
White	78	31	74	69
Males	73	33	74	74
Females	83	30	74	64
Socioeconomically Disadvantaged	59	28	52	47
English Learners	*	*	*	*
Students with Disabilities	37	27	24	34
Migrant Education	*	*	*	*

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

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	845	811	767
Asian	896	853	889
Hispanic or Latino	818	758	715
White	844	822	838
Two or More Races	852	826	807
Students with Disabilities	695	606	580

API School Results			
	07-08	08-09	09-10
Statewide	10	10	9
Similar Schools	4	3	2
All Students at the School			
Actual API Change	11	3	6
Asian			
Actual API Change	31	-3	7
Hispanic or Latino			
Actual API Change	-	-	20
White			
Actual API Change	10	-	6
Students with Disabilities			
Actual API Change	1	-9	66

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

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.

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	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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	84.2	70.0	52.9	87.0	71.2	52.0	87.0	75.0	54.0
Mathematics	83.2	68.9	51.3	84.7	73.0	53.3	82.0	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	13.0	32.0	56.0	18.0	52.0	30.0
Male	14.0	36.0	49.0	15.0	50.0	35.0
Female	11.0	26.0	64.0	21.0	54.0	25.0
Asian	-	16.0	84.0	-	42.0	58.0
Hispanic or Latino	22.0	31.0	47.0	23.0	49.0	29.0
White	13.0	31.0	56.0	18.0	54.0	28.0
Socioeconomically Disadvantaged	28.0	44.0	28.0	28.0	56.0	16.0
Students with Disabilities	46.7	22.2	31.1	53.3	35.6	11.1

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 students who began the 2009-10 school year in the 10th-12th grade, 98.2 percent passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

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.

Dropout & Graduation Rates

Granite Bay High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: intervention counselor, California High School Exit Exam intervention classes, support classes in English and mathematics for students with performance and/or achievement below grade level, and after school tutoring and homework completion areas.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	1.00%	-	0.20%
Graduation Rate	99.00%	99.00%	99.20%

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	100.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	74.0%

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

UC/CSU Course Completion

Students at Granite Bay 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'.

Career Technical Education (CTE) Programs

Granite Bay High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Granite Bay High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Math Tutoring, English Intervention Labs, afterschool peer tutoring and ROP classes. Granite Bay High currently has four "Programs of Study" in place.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Web Page Design		Meets graduation requirements.	Career exploration.	Students are monitored after graduation and notes students who continue in trade.
Design and Engineering		The courses model CTE curriculum standards, reinforce skills, meet high school graduation requirements, or meet UC A-G entrance requirements.	1. Guest Speakers 2. Technical schools Reps 3. Resume Writing	1. Evaluated by PCOE 2. Students are monitored after graduation and notes students who continue in trade. 3. Courses are overseen by a district and local CTEAC.
Advanced Media IT - GBIT	Granite Bay HS			Advisory Committee Advisory Committee
3D Animation		Focuses on the artistic knowledge and technology skills needed to create 3D computer animations. Students learn design techniques, modeling, character design, texturing, and animating objects. Students learn industry standards.	Career exploration.	Students are monitored after graduation and notes students who continue in trade.

Career Technical Education Participation

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

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

Granite Bay High encourages students to continue their education past high school. Granite Bay High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Sophomores, 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 2009-10, 1014 exams were taken by 619 different students. Of the students taking the test, 440 (71%) scored a "3" or better (state average is 20.8%).

Advanced Placement Classes		
	# of Courses	Enrollment
Fine and Performing Arts	2	36
English	5	116
Foreign Language	3	35
Mathematics	1	300
Science	4	74
Social Science	15	667
Totals	30	1228
Percent of Students in AP Courses		13.7%

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?	553
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	75.0

Safe School Plan

Our comprehensive safe schools 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 safe schools committee (which includes school officials - teachers, nurse, site administration & secretary - School Resource Officer, campus monitors, parent and student) and by the district safe schools coordinator. The site safe school committee and crisis response team meets monthly to review health and safety related issues and discipline/crime reports. The plan was reviewed and updated in August 2009. It will be updated in March 2010 after it is approved by the school site council The handbook is reviewed with the staff annually at the beginning of the year and reviewed annually with the students. The discipline policy is published in a handbook that every student receives at the start of the school year. Date last discussed with staff: August 9, 2010.

School Facilities

Granite Bay High School has a clean and safe campus. Eight full-time custodial, maintenance, and grounds employees clean and maintain 82 classrooms, 6 technology labs, a professional grade woodshop, 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. 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 four full-time counselors, a .8 school nurse, full-time School Resource Officer, two 7-hour campus monitors and a shared Designated Services counselor and 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 three campus monitors. Our parent volunteer group called PAWS (Parents Assisting With Students) supervises students and monitors the campus, the parking lot, and perimeter areas in four teams of two between the hours of 7:30 a.m. and 2:45 p.m. Teachers also participate in several extra-curricular activities that contribute to our safe campus.

The district maintenance staff has as its highest priority the safety of our students and staff. All facilities are maintained and repaired immediately to insure proper working order and a safe environment for all educational and instructional activities. Safety "walk arounds" are conducted monthly to ensure that all facilities are inspected on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated.

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 \$7,626 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	\$5,739
From Restricted Sources	\$667
From Unrestricted Sources	\$5,072
District	
From Unrestricted Sources	\$5,908
Percentage of Variation between School & District	14.15%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	10.72%

District Revenue Sources

In addition to general state funding, Granite Bay High receives state and federal funding for the following categorical funds and other support programs: 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 I Part A, 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.

