

Roseville Joint Union High School District

Roseville High School

2008-2009 School Accountability Report Card

**Brad Basham,
Principal**

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**Tony Monetti,
Superintendent**

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Mission Statement

The Mission of Roseville High School continues to be providing a community-oriented learning environment. Established in 1912, Roseville High School promotes all students toward continuous improvement and educational excellence. Dedicated staff, students, parents, and community members work together to prepare students to compete in the 21st Century.

School Profile

Roseville High School is located on Tiger Way in the city of Roseville in Placer County. Roseville High School is known as the "High School on the Hill" and is located in the heart of the community. Established in 1912, the first of four comprehensive high schools built in the Roseville Joint Union High School District, Roseville High School is growing with the community and district it serves. Student enrollment is 2103 (October 2008 CBEDS) in grades nine through twelve. Student ethnic makeup is as follows: 3% African American; 6% Asian; 63% Caucasian; 3% Filipino; 17% Hispanic, and 8% other or no response. The principal is Brad Basham and the district superintendent is Tony Monetti.

Roseville High School's vision is one in which the staff, students, parents, and community members work together to accomplish the school's mission: to prepare every student for post-secondary education.

Parents and community members play important roles as partners in the education of Roseville High School students. Organized parent and support groups actively contribute to annual school events. New student/parent orientations, Back-to-School Night, Homecoming Week, High School on the Hill Day/Night, school activities, and sporting events welcome parent investment and participation.

School advisory teams offer valuable input to the school and district governance process through positive interaction with staff. Parents and students are included in the School Site Council, Parents Club, Music Boosters, Athletic Boosters, English Learner Advisory Council, and ad hoc committees. Roseville High School Alumni Association and Reaching Out and Sharing Experiences (R.O.S.E.) program are examples of intergenerational teams unique to the school's culture that foster leadership opportunities from within.

Student successes sustain Tiger pride. School pride resonates from student actions including: academic achievement, community service, athletics, clubs, visual and performing arts, above-and-beyond projects, and internships. Dedicated staff complement student success and school pride to promote tradition with vision, a legacy left by generations of graduates. Generous business and alumni contributions and scholarships reward and stimulate future growth, confidence, and pride, the pillars of this truly unique community-oriented school.

Discipline & Climate for Learning

All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goals of the RHS discipline practices are to maintain an effective learning environment, to observe rules of conduct, and to develop self discipline. Students are expected to demonstrate high personal standards of courtesy, decency, morality, appropriate language, honesty, appropriate behavior, and respect for self and others.

The RHS staff employs a progressive discipline process, whereby we try to use the smallest consequence justifiable in order to produce a desired change in student behavior, attitude and/or performance. School consequences for violation of the disciplinary policy may include warnings, class suspension, detention, administrative conference, parent conference, Saturday School, behavior contract, suspension, transfer to alternative program, or expulsion.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	3.4%
American Indian	0.6%
Asian	5.9%
Caucasian	63.4%
Filipino	2.5%
Hispanic or Latino	16.7%
Pacific Islander	0.3%
Multiple or No Response	7.2%

While we strive to be consistent in types of consequences issued for specific behaviors, we realize there is no "one size fits all" approach to discipline because every student is unique.

The school discipline policy is regularly reviewed and updated in the faculty handbook, student planner, and the summer mailer that is sent home to each RHS family. In addition, daily bulletins, timely Parent Newsletters, computerized voice messaging, and the school/district website provide parents with regular communication. Our school attendance office calls parents daily to report student class absences and our parents receive mid-quarter, quarter, and semester grade reports by mail. Parents can also access student grades online through Homelink.

Tutoring, the Homework Support Center, peer counseling, and other academic safety nets encourage student success. Tiger Pride, Stripes of Character, and Academic Merit Awards foster positive student achievement and excellence by recognizing continuous improvement. Extracurricular activities and athletics develop character and adhere to local and state eligibility standards. "Victory with Honor" is recognized by the California Interscholastic Federation as important to education and a positive learning environment.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	374	334	261	1431	1730	1231
Suspension Rate	17.5%	15.7%	12.4%	16.0%	19.1%	13.0%
Expulsions	15	17	15	51	41	34
Expulsion Rate	0.7%	0.8%	0.7%	0.6%	0.5%	0.4%

Enrollment By Program

During the 2006-07 school year 2,145 students were enrolled at Roseville High, of which 8% were students with disabilities, 10% were English Learners, and 21% were socioeconomically disadvantaged.

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	603	574	533
10th	591	572	542
11th	540	503	548
12th	399	482	474

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					
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	24	27	28	29	21	10	14	9	14	13	16
Mathematics	29	28	29	13	11	8	7	15	18	19	12	15
Science	33	32	33	1	2	1	10	7	10	13	17	17
Social Science	34	32	36	3	4	2	2	6	4	22	20	21

Staff Development

The RJUHSD continues to provide staff development in aligning curriculum to standards, building assessment literacy, and developing powerful instruction. We are members of the Placer County BTSA Induction Consortium, and have several beginning teachers who receive coaching from two mentor teachers 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 is currently working together on a process to chart what students need to know and be able to do to master the standards. These charts will allow the development of assessments that are tightly aligned to learning targets and the selection of the instructional practices most likely to be effective in helping all students achieve mastery. Using a trainer-of-trainers model, these lead teachers will guide others through the curriculum and instruction process using professional learning teams. In addition, we have built collaboration time into our schedule. Teachers use this time to plan curriculum, design common assessments, analyze student work, and share instructional strategies.

Instructional Time (Includes Minimum Days)

For the 2006-07, Roseville High offered 180 days of instruction, comprised of 138 regular days and 28 collaboration days. The additional 14 minimum days were utilized for final exams, staff professional development, and student activities. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	0

Counseling & Support Staff

It is the goal of Roseville 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. The counselor to pupil ratio is 1:338.9. The table lists the support service personnel available at Roseville High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	6	6
Librarian/library media teacher	1	1.00
School nurse	1	1.00

Substitute Teachers

Obtaining substitute teachers has not been a major problem for our district this year. We have an established pool of qualified substitutes.

Teacher Evaluation

The District has a program of staff evaluation in accordance with state law. All probationary and temporary teachers and one-half of tenured teachers are evaluated each year. Teacher evaluations are based on clinical instruction performance criteria and the standards established in the District's professional development training. Teacher instructional goals are reviewed, and certified administrative evaluators observe classroom performance several times annually. Teacher evaluation procedures and criteria are defined in the bargaining unit contract.

Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers.

For the 2008-09 school year, Roseville High had 94 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	89	97	92	437
Without Full Credentials	2	3	2	4
Working Outside Subject	0	0	0	3

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	3	3	3
Total Misassignments of Teachers	3	3	3
Vacant Teacher Positions	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.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.9%	2.1%
District	98.6%	1.4%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.3%	1.7%

School Leadership

Administrators and counselors make up a leadership team that works with teachers to provide consistent application of school and district policies. Principal Brad Basham is responsible for the overall school climate. He nurtures school culture and vision by supervising meetings of the administrative leadership team (administrators and counselors), department coordinators, faculty, staff, students, and parents. In addition, he manages school budgets, articulates with feeder schools, and supervises personnel appeals. Assistant principals supervise behavior management of the student body in addition to specific responsibilities for facilities, administrative services, student activities, athletics, technology and guidance. Counselors divide students by alphabet at all grade levels to coordinate a comprehensive counseling program for nearly 2150 students.

Curriculum Development

All curriculum development in the Roseville Joint Union High is based on the California State Content Standards and Frameworks.

Curriculum guides are updated regularly by the Executive Director of Curriculum and Instruction to align with the state standards, district goals, and the statewide assessment program. During the 2007-08, changes to the curriculum included: Addition of Fashion Design and Merchandising I and II.

Parent Involvement

Parents are involved in the education of their children throughout high school. Organized parent support groups meet regularly in the Parents Club, Athletic/Music Boosters, English Language Advisory Committee (ELAC), School Site Council, and Alumni Association. Each meeting includes updates from student activities, monthly events, and important upcoming school issues. Parents are active planners and participants at student/parent orientations, Back-to-School Night, High School-on-the-Hill Days, Tiger Pride Award distributions, newsletter preparations, athletics and activities, awards assemblies, parades, banquets, dances, and graduation activities. Parent involvement begins with timely communication by mail, phone, email, meetings etc. Active parent participation guarantees awareness, interest, and commitment. Contact: Parents Club (916) 782-3753 x 3072.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Roseville High at (916) 782-3753. More information regarding Roseville High School can also be viewed on our website, <http://www.rosevilletigers.org>

Dropout & Graduation Rates

Roseville 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 classes in English Language Arts and Mathematics at the freshman level and CAHSEE remediation tutorials offered by our Intervention Counselor.

	Graduation & Dropout Rates		
	05-06	06-07	07-08
Dropout Rate	1.20%	2.00%	1.60%
Graduation Rate	96.20%	92.20%	96.30%

Data Sources

Data within the SARC was provided by Roseville Joint Union High School District, retrieved from the 2008-09 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.

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.

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.

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.

API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	8	8	
Similar Schools Rank	4	6	7	
All Students				
Actual Growth	33	12	12	792
Socioeconomically Disadvantaged				
Actual Growth	29	6	32	711
Hispanic or Latino				
Actual Growth	64	-10	18	702
Caucasian				
Actual Growth	23	19	13	817
Students with Disabilities				
Actual Growth	48	-46	26	578
English Learners				
Actual Growth	-	-12	-4	661

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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	28.57%

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2004	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2004	Yes	0.0%
11th-12th	Foreign Language	Pearson/ Prentice Hall	2006	Yes	0.0%
9th	Health	N/A	2005	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th-12th	Mathematics	McGraw-Hill	2001	Yes	0.0%
11th-12th	Mathematics	Thompson	2003	Yes	0.0%
11th-12th	Mathematics	Thompson	2008	Yes	0.0%
11th-12th	Science	Brooks/Cole	2004	Yes	0.0%
10th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-11th	Science	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-11th	Science	McDougal Littell	2003	Yes	0.0%
11th-12th	Science	McDougal Littell	2007	Yes	0.0%
10th-11th	Science	McDougal Littell	2002	Yes	0.0%
11th-12th	Science	McGraw-Hill	2007	Yes	0.0%
9th-12th	Science Laboratory Equipment	N/A	N/A	Yes	0.0%
10th-12th	Social Science/ History	Globe Fearson	2004	Yes	0.0%
12th	Social Science/ History	Holt, Rinehart & Winston	2003	Yes	0.0%
11th	Social Science/ History	Houghton Mifflin	2005	Yes	0.0%
12th	Social Science/ History	Houghton Mifflin	1998	Yes	0.0%
10th	Social Science/ History	Houghton Mifflin	2003	Yes	0.0%
9th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
10th-12th	Social Science/ History	McGraw-Hill	2000	Yes	0.0%
10th	Social Science/ History	Prentice Hall	2001	Yes	0.0%
11th	Social Science/ History	Prentice Hall	2002	Yes	0.0%
10th-12th	Social Science/ History	Wiley	2007	Yes	0.0%
11th-12th	Social Science/ History	Worth	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>.

Physical Fitness

In the spring of each year, Roseville 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.

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.0%	24.9%	54.0%

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

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

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.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

California Standards Test (CST)

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	55	59	59	57	63	65	43	46	50
Mathematics	21	25	29	22	25	25	40	43	46
Science	38	47	56	46	54	62	38	46	50
History/Social Science	39	50	61	38	46	55	33	36	41

California Standards Test (CST)

Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	52	23	44	48
American Indian	55	25	*	*
Asian	61	37	44	59
Filipino	65	24	62	62
Hispanic or Latino	36	19	39	41
Pacific Islander	*	*	*	*
Caucasian	66	31	63	67
Males	54	30	53	63
Females	64	28	58	58
Socioeconomically Disadvantaged	40	24	38	48
English Learners	3	17	3	10
Students with Disabilities	14	9	9	21
Migrant Education	*	*	*	*

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

Adequate Yearly Progress (AYP)

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

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.

Advanced Placement Classes

Roseville High encourages students to continue their education past high school. Roseville High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. 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 2008-09, 367 students took 455 exams. Of the 455 exams taken, students scored a "3" or better on 267 of them.

Advanced Placement Classes

	# of Courses	Enrollment
Social Science	4	135
English	1	31
Fine and Performing Arts	1	22
Foreign Language	1	18
Mathematics	1	58
Totals	8	264
Percent of Students in AP Courses	3.5%	

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

CAHSEE By Subject

	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	62.6	66.2	48.6	65.1	70.0	52.9	63.4	71.2	52.0
Mathematics	69.7	69.0	49.9	64.5	68.9	51.3	66.6	73.0	53.3

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	36.6	29.0	34.4	33.4	43.0	23.6
Males	44.3	29.1	26.6	36.3	40.8	22.9
Females	29.0	29.0	42.0	30.5	45.1	24.4
African American	37.0	25.9	37.0	59.3	22.2	18.5
Asian	31.8	27.3	40.9	27.3	40.9	31.8
Filipino	30.8	38.5	30.8	15.4	53.8	30.8
Hispanic or Latino	56.7	26.9	16.3	51.5	36.9	11.7
Caucasian	29.3	29.9	40.8	26.1	46.2	27.7
English Learners	72.7	19.7	7.6	60.0	30.8	9.2
Socioeconomically Disadvantaged	59.4	20.3	20.3	48.8	38.6	12.6
Students with Disabilities	84.2	13.2	2.6	76.3	18.4	5.3

UC/CSU Course Completion

Students at Roseville 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	65.9%
% of Graduates Who Completed All Courses Required for UC/CSU	35.9%

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Roseville High offers a college admission test preparation course.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
05-06	396	35.4%	512	538	510
06-07	399	38.3%	500	526	495
07-08	482	39.2%	0	538	497
District					
05-06	1,895	0.45%	516	535	519
06-07	2,089	0.43%	517	538	516
07-08	2,193	0.43%	0	537	511
State					
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492
07-08	465,901	35.9%	0	513	492

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 2008-09 school year in the 12th grade, 90.1 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/tg/hs/>.

Completion of High School Graduation Requirements

	School	District	State
All Students	90.1%	85.6%	*
African American	91.7%	71.7%	*
Asian	97.0%	85.4%	*
Filipino	100.0%	92.5%	*
Hispanic or Latino	83.1%	73.3%	*
Caucasian	95.3%	87.9%	*

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs

The district offers CTE programs in automotive service and technology, small business ownership and management, CAD drafting, child development and education, computer maintenance and repair, construction technology, culinary arts, electronics, fashion, media, and web technology. Oakmont High School has a Health Academy that is open to all district students. Placer County's 49er 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 automotive, construction, culinary arts, education, and computer technology, please contact John Montgomery at the district office, (916) 786-2051 or jmontgomery@rjuhsd.us.

Career Technical Education Participation

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

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?	839
What percent of the school's pupils complete a CTE program and earn a high school diploma?	11.2
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

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

Safe School Plan

Student safety is a pillar of sound educational practice. Students and teachers feel safe and secure in a comfortable environment for learning and teaching. Roseville High School is proactive in building attitudes, practices, and facilities that emphasize safety. The school fosters awareness, preparedness, and school safety through regularly scheduled safety drills, as well as training for students and staff. Roseville Police Department and the District Maintenance Department are active participants in these efforts. The Crisis Response Team reviews safety related issues and reports, then plans prevention, intervention, and post-intervention activities with students, parents, and the community in a comprehensive school safety plan. The last review/update with staff was at the beginning of the school year.

School Facilities

RHS is a safe and clean campus, maintained by site and district maintenance and custodial teams. Classrooms are cleaned on a regular schedule every other school day and restrooms are checked and cleaned on a daily basis. Three campus monitors, with radio communication, monitor the campus before, during, and after school hours. A multiphase master plan of renovation includes improvements to current teaching stations and fields, while adding new classrooms, athletic facilities, weight room, and student parking lot. Improvements will span several years through a concerted effort of school and district personnel.

Volunteer projects, coordinated by the Parents' Club and student leadership groups, enhance the campus appearance.

The district maintenance staff holds the safety of our students and staff in the highest priority.

Facilities are maintained and repaired in a timely manner to preserve a safe environment for all educational and instructional activities. "Safety walks" 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 into our regular inspection and custodial schedules.

School Facility Conditions				
Date of Last Inspection: 12/24/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remediation 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		
2007-08		
	District	State
Beginning Teachers	\$42,098	\$42,810
Mid-Range Teachers	\$64,676	\$69,375
Highest Teachers	\$84,710	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$127,378	\$126,901
Superintendent	\$196,766	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	37.3%
Administrative Salaries	6.5%	5.2%

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

- Title I Part A
- Title II Parts A and D
- Title III Part A
- Title IV Part A
- Title V Part A
- The Perkins' Vocational & Technical Education

Grant programs

- The Tobacco Use Prevention Education 9-12 Grant
- McKinney-Vento Homeless Grant
- Workforce Investment Act – Title II
- The Small Learning Communities Grant
- The Advance Placement Challenge Grant

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,749
District	\$67,749
Percentage of Variation	0.00%
School & State	
All High School Districts	\$68,332
Percentage of Variation	0.86%

District Expenditures

Roseville Joint Union High spent an average of \$5842 to educate each student, (based on 2007-08 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	\$5,841
From Restricted Sources	\$1,051
From Unrestricted Sources	\$4,789
District	
From Unrestricted Sources	\$5,842
Percentage of Variation between School & District	18.02%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	13.12%