

# Independence High School -Pathways

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Independence High School -Pathways
<b>Street</b>	125 Berry Street
<b>City, State, Zip</b>	Roseville, CA. 95678
<b>Phone Number</b>	(916) 786-0793
<b>Principal</b>	Ross Fernandes
<b>Email Address</b>	rfernandes@rjuhsd.us
<b>School Website</b>	<a href="https://rosevillepathways.com">https://rosevillepathways.com</a>
<b>Grade Span</b>	9 - 12
<b>County-District-School (CDS) Code</b>	31-66928-3130119

## 2024-25 District Contact Information

<b>District Name</b>	Roseville Joint Union High School District
<b>Phone Number</b>	(916) 786 - 2681
<b>Superintendent</b>	John Becker
<b>Email Address</b>	jbecker@rjuhsd.us
<b>District Website</b>	<a href="http://www.rjuhsd.us">www.rjuhsd.us</a>

## 2024-25 School Description and Mission Statement

Roseville Pathways (Adelante and Independence High Schools) is in its third year as an alternative education choice at Roseville Joint Union High School District for students who want to learn outside the traditional high school experience. The passionate, talented teachers for Roseville Pathways teach at RJUHSD's Independence Middle College, Adelante, and Independence High School. Students have access to smaller classes and more flexible schedules than they would get in a traditional high school setting. Students who opt to enroll in Roseville Pathways have three different paths to choose from, depending on their goals and individual skills: Independence (Middle College, Independent Study), or Adelante (Credit Enhancement).

## 2024-25 School Description and Mission Statement

At Roseville Pathways, we encourage students and their families to have a hand in their own educational choices and develop a vision for their future. The program is geared toward college and career readiness and offers various courses of study to help each student carve their own path. Key Goal: 100% of Roseville Pathway scholars have experienced, chosen, and mapped out a post-secondary career pathway before walking the graduation stage.

Students enrolled in Roseville Pathways are encouraged to take a minimum of two college classes. The program collaborates with Sierra College, which means even more courses and instructors to choose from.

In addition, the program features a full curriculum and multiple Dual Enrollment and CTE opportunities, with several courses of study and areas of interest including: Automotive, Apparel Design, Construction, and Merchandising, 3D Animation, Business, Commercial music, Dance, Education (teaching), Medical assistant program, Photography, Sports medicine, Student government, Virtual Production (Film making).

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	21
Grade 10	44
Grade 11	82
Grade 12	103
<b>Total Enrollment</b>	<b>250</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	45.6
American Indian or Alaska Native	0.4
Asian	9.6
Black or African American	2
Filipino	2.8
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	2.4
Two or More Races	4
White	58.4
English Learners	4.8
Homeless	2
Socioeconomically Disadvantaged	48.4
Students with Disabilities	2.4

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.90	98.21	468.30	86.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	1.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	1.07	44.40	8.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.63	17.10	3.19	18854.30	6.86
<b>Total Teaching Positions</b>	11.10	100.00	539.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.70	93.51	511.60	90.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.80	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.90	1.58	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	6.49	16.90	3.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	23.80	4.21	15831.90	5.67
<b>Total Teaching Positions</b>	16.80	100.00	566.30	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.80	94.14	514.00	89.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.90	0.68	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.90	2.08	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	5.25	24.60	4.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.61	20.00	3.48	14303.80	5.15
<b>Total Teaching Positions</b>	14.60	100.00	574.60	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.10	1.00	0.7
<b>Total Out-of-Field Teachers</b>	0.10	1.00	0.7

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	1.8

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006  English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023	Yes	0.0%
<b>Mathematics</b>	Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022  Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022  Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022	Yes	0.0%
<b>Science</b>	NGSS Biology: CK12 Flexbooks (Online) © 2022  NGSS Physics: CK12 Flexbooks (Online) © 2022  NGSS Chemistry: CK12 Flexbooks (Online) © 2022	Yes	0.0%
<b>History-Social Science</b>	World Studies: World History the Modern World (Pearson) © 2007	Yes	0.0%

	US History: United States History Modern America (Prentice Hall) © 2008		
	Government: Magruder's American Government (Pearson) © 2019		
	Economics: TCI Econ Alive! The Power to Choose (Online) © 2022		
	Ethnic Studies: Our Stories in Voices. 2nd E. (Kendall Hunt) © 2019		
<b>Foreign Language</b>	Edgenuity (Online platform) © 2022	Yes	0.0%
<b>Health</b>	Health: Glencoe Health (McGraw Hill) © 2011	Yes	0.0%
<b>Visual and Performing Arts</b>	No textbooks for VAPA; utilizes Canvas Learning Management System	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

The district governing board has consistently adopted cleaning standards for custodial staff at all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, providing a positive learning environment that students and staff can take pride daily.

**Year and month of the most recent FIT report**

4/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	44	42	62	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	14	10	36	36	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	104	93	89.42	10.58	41.94
<b>Female</b>	56	50	89.29	10.71	40.00
<b>Male</b>	45	41	91.11	8.89	43.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	18	17	94.44	5.56	23.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	62	56	90.32	9.68	42.86
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	42	93.33	6.67	40.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	103	93	90.29	9.71	9.68
<b>Female</b>	55	49	89.09	10.91	8.16
<b>Male</b>	45	41	91.11	8.89	12.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	18	17	94.44	5.56	5.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	62	56	90.32	9.68	10.71
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	41	91.11	8.89	2.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	26.38	25.14	46.26	44.53	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	197	180	91.37	8.63	25.14
<b>Female</b>	101	94	93.07	6.93	17.20
<b>Male</b>	91	82	90.11	9.89	32.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	9	81.82	18.18	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	38	100.00	0.00	10.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	116	104	89.66	10.34	30.77
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	83	77	92.77	7.23	17.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Roseville Pathways (Adelante and Independence High Schools) offers elective classes that focus on career preparation and authentic learning opportunities that enhance students post-secondary options. CTE course sequences offered as part of Roseville Pathways are:

- Automotive
- Apparel Design, Construction, and Merchandising
- Commercial music
- Education (teaching)
- Medical assistant program
- Photography
- Media Film Productions
- 3D Animation
- Professional Dance
- Sports Medicine

Our District representative is Shane Waggoner, Director of CTE and Data.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	210
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	89.32
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	23.58

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	65.10%	76.70%	69.80%	74.40%	74.40%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

At Roseville Pathways (Adelante and Independence High Schools), parents are encouraged to be a part of the students' learning process. Parents and students are required to attend an orientation, before the student begins classes. During this orientation, the students and parents learn about our philosophy and mission, how classes are conducted, our advisory program, how to monitor progress, how to effectively communicate with the school, graduation requirements and what an

## 2024-25 Opportunities for Parental Involvement

effective blended learning structure looks like from a student and parent perspective. In addition, students and parents are surveyed throughout the school year to gather feedback about the effectiveness of our program. Parents are kept apprised of student learning, upcoming assessment dates, or school events via Aeries Communication text, email, or phone message. Teachers communicate directly with parents through email and phone calls to discuss individual student concerns. Teachers have access to the District's Language Line if needing to communicate with a parent in their native language. Parents also monitor student progress through the parent Aeries Homelink account. Teachers are committed to updating the Aeries gradebook daily with specific information in the comment section to keep parents informed of student progress. Additionally, automated phone calls are sent if a student misses a class session.

Roseville Pathway parents are regularly invited to participate in District Parent Meetings such as LCAP and CILT as well as classes and school site council meetings. Classes are offered through our Wellness Center Program, include a variety of topics from mental health and suicide prevention to understanding the dangers of vaping. District meetings include Board Meetings and Local Control Accountability Plan (LCAP) Meetings which are run through the district office and all parents are encouraged to attend. Roseville Pathway parents are also encouraged to attend our monthly Site Council Meetings to discuss funding, school wide events, SPSA (School Plan for Student Achievement), WASC, CSI and review the School Accountability Dashboard, and to stay informed on any curriculum and program changes.

Parent/Guardians are also an important part of our Response to Intervention Process (RTI) and Multi-Tiered System of Supports (MTSS) for both academic and social emotional needs. Students are identified for Tier 2 supports through progress credit completion and attendance reports and parent and student and teacher referrals. Parents and students attend a RTI meeting with our Administrator, Counselor and Wellness where information about student progress is gathered and shared and academic and social emotional supports are determined. Home visits conducted by our site Youth Service Officer and Wellness Team also occur when we are unable to locate families through traditional means and/or parents/guardians make a request for this additional support.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	14.0	20.1	18.9	5.8	6.5	5.4	7.8	8.2	8.9
<b>Graduation Rate</b>	84.7	79.9	79.5	90.9	91.8	93.4	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	127	101	79.5
<b>Female</b>	65	55	84.6
<b>Male</b>	60	45	75
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	22	13	59.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	83	71	85.5
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	70	50	71.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	13	11	84.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	0.00	3.40	0.2	3.63	4.09	3.6	3.17	3.60	3.3
<b>Expulsions</b>	0.00	0.21	0	0.02	0.08	0	0.07	0.08	0.1

### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.2	0
<b>Female</b>	0.2	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	--	--
<b>Asian</b>	2.9	0
<b>Black or African American</b>	--	0
<b>Filipino</b>	--	--
<b>Hispanic or Latino</b>	--	0
<b>Native Hawaiian or Pacific Islander</b>	--	--
<b>Two or More Races</b>	--	--
<b>White</b>	--	0
<b>English Learners</b>	--	--
<b>Foster Youth</b>	--	--
<b>Homeless</b>	--	--
<b>Socioeconomically Disadvantaged</b>	--	--
<b>Students Receiving Migrant Education Services</b>	--	--
<b>Students with Disabilities</b>	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Roseville Pathway (Adelante and Independence High Schools) Safe School Plan includes a comprehensive procedural manual for all teachers in the event of a school crisis or emergency. "Shelter in Place", "Lockdown", "Earthquake", and "Evacuation" Hold and Secure drills are held each semester to ensure that students and staff are aware of emergency procedures. We conduct formal drills at a minimum of twice a year at both locations, receiving feedback from outside agencies and Roseville Pathway's Youth Service Officer (YSO). School administration, Campus Monitor, and the Youth Service Officer visit individual classrooms after drills to provide feedback regarding the students' and teachers' adherence to drill procedures. All school staff have responsibilities with direct lines of communication established to ensure consistent information.

The School Safety Plan contains detailed schematics of the schools and all utility locations to assist emergency personnel responding to the schools. Roseville Pathways receives an annual inspection by the city Fire Marshall with findings reported to all staff. The School Safety Committee under the direction of Assistant Principal Sybil Healy, meets to review the safety plan, revise the plan based on new safety challenges, and to provide input to site administration and district administration as to what physical improvements need to be made to the school site to better meet safety challenges. We use Catapult, an organization that provides the school the ability to engage in real-time communication with staff and district personnel in the event of a challenge or crisis on campus, in order to keep our community updated during times of crisis. Each classroom and workspace possess first-aid backpacks and portable toilets. Both campuses have security cameras to support campus safety.

School safety is further facilitated through the implementation of Positive Behavioral Intervention Supports (PBIS), a program looking to address school culture and establish student behavior expectations, but also a program that assists in supporting campus beautification on the part of students. Before, after and during school our students are supervised by the campus monitor, Youth Service Officer, counselor, and school administration. Roseville Pathways requires that all visitors check in (using our Raptor ID program) at the office for administrative approval to be on campus. This requirement is posted at all entrances to the school.

As part of school safety Roseville Pathways tracks and pays close attention to the number of students receiving suspensions, particularly related to creating a hostile education environment or drug use. In response to suspension numbers, staff continues to push forward with implementation of Positive Behavioral Intervention Supports (PBIS) and training of administration, school counselor, and teachers in Restorative Practices.

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	60		
Mathematics	7	20		
Science	6	13		
Social Science	6	41		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	54		
Mathematics	5	26		
Science	5	8		
Social Science	5	41		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	69		
Mathematics	2	56		
Science	4	14		
Social Science	4	47		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	166.67

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,574	\$1,014	\$13,560	\$108,789
<b>District</b>	N/A	N/A	\$10,696	\$101,980
<b>Percent Difference - School Site and District</b>	N/A	N/A	23.6	6.5
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	22.9	3.3

## Fiscal Year 2023-24 Types of Services Funded

Site resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for all students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and District-wide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The Intervention for our Key Cohort (Struggling Learners) strand provides academic and social/emotional interventions and support for all students. Programs to help support struggling learners include additional transportation after hours, home visits, Social Work Interns, and School Based Therapy Interns.

In addition, Districtwide activities include ensuring students and teachers are supported with standards in math and literacy,

## Fiscal Year 2023-24 Types of Services Funded

using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS). The Five Star App provides each student with a bank account to track their PRIDE points as a tangible indicator of our multi-tiered systems of support.

Site LCAP to ensure students and teachers are supported with a Curriculum and Instruction coach, professional development in BTC (Build Thinking Classrooms) curriculum, professional development in team teaching and EL instructional practices, professional development in Canvas online learning platform and Edgenuity (credit recovery courses), social/emotional and mental health strands of learning in Advisory, and tutoring/enrichment services for students that need extra support.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$62,569	\$62,635
<b>Mid-Range Teacher Salary</b>	\$93,015	\$101,698
<b>Highest Teacher Salary</b>	\$121,826	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$162,013
<b>Average Principal Salary (High)</b>	\$179,517	\$182,697
<b>Superintendent Salary</b>	\$281,027	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	33%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	NA
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	NA
English	NA
Fine and Performing Arts	NA
Foreign Language	NA
Mathematics	NA
Science	NA
Social Science	NA
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	NA

## Professional Development

School year - 2024 - 2025:

- Districtwide Professional Development days (August and January)
- All year: Canvas Learning Management System Trainings (provided by the RJUHSD Ed Services Dept.)
- Districtwide implementation of Build Thinking Classrooms (BTC) training.
- All year: continued integration of McDowell concepts of Surface, Deep, Transfer learning for all students.
- Prisms/VR (Virtual Reality): Training on math VR real world applications
- Instructional Coach working with all core subject areas C&I goals based on McDowell, BTC, and TeachFX
- Conferences (for example Unreal Engine Conference in October)
- Wellness focused topic trainings by Multi-Tiered System of Supports Team

The Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full days annually) professional development training focused on curriculum implementation, instructional strategies, and assessments aligned to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing district common assessments in order to analyze results to determine best instructional practices and interventions to support learning.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	18	18