

Independence High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786 - 2681
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website	www.rjuhsd.us

2025-26 School Description and Mission Statement

Independence High School serves as an alternative education option within the Roseville Joint Union High School District (RJUHS). As part of the district, the school aligns fully with the District and School Mission Statement, which is to: Ignite innovative and meaningful learning, Inspire powerful impact in our communities, Prepare all students for multiple paths to success.

Independence provides a flexible learning environment for students who seek an educational experience outside the traditional high school model. This is a virtual school with some on-ground options in Elective classes such as Career Technical Education. The program is supported by passionate and highly skilled teachers who deliver instruction in smaller class settings (usually 1:1 Zoom settings) and offer scheduling flexibility not typically available at comprehensive high schools.

The school emphasizes student and family involvement in shaping educational choices and planning for the future. Students at Independence are usually working on credit enhancement opportunities as they have fallen behind in credit earnings in their previous school years. Students enrolled in Independence are also encouraged to participate in college-readiness opportunities such as Dual Enrollment and Career Technical Education (CTE) programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	21
Grade 10	55
Grade 11	91
Grade 12	91
Total Enrollment	258

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.8
Male	39.9
Non-Binary	2.3
American Indian or Alaska Native	0.8
Asian	8.9
Black or African American	3.5
Filipino	1.9
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	7.8
White	56.2
English Learners	1.6
Foster Youth	0.8
Homeless	4.3
Socioeconomically Disadvantaged	49.2
Students with Disabilities	1.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	93.51	511.6	90.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.8	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.9	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.49	16.9	3	11953.1	4.28
Unknown/Incomplete/NA	0	0	23.8	4.21	15831.9	5.67
Total Teaching Positions	16.8	100	566.3	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	94.14	514	89.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.9	0.68	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.9	2.08	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	5.25	24.6	4.29	11746.9	4.23
Unknown/Incomplete/NA	0	0.61	20	3.48	14303.8	5.15
Total Teaching Positions	14.6	100	574.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.7	93.04	534.7	90.34	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9	1.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.9	16.5	2.79	12112.8	4.34
Unknown/Incomplete/NA	0	0	27.6	4.66	13705.8	4.91
Total Teaching Positions	15.8	100	591.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	0.7	1
Total Out-of-Field Teachers	1.00	0.7	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.6	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.8	3.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	0.0%
Mathematics	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	0.0%
Science	NGSS Biology: CK12 Flexbooks (Online) © 2022 NGSS Physics: CK12 Flexbooks (Online) © 2022 NGSS Chemistry: CK12 Flexbooks (Online) © 2022	0.0%
History-Social Science	World Studies: World History the Modern World (Pearson) © 2007	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	
Foreign Language	Edgenuity (Online platform) © 2022	0.0%
Health	Health: Glencoe Health (McGraw Hill) © 2011	0.0%
Visual and Performing Arts	No textbooks for VAPA; utilizes Canvas Learning Management System	0.0%
Science Laboratory Equipment (grades 9-12)	District does not formally adopt science equipment. Equipment is supplied by various science equipment vendors.	

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

5/22/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	48	57	60	47	48
Mathematics (grades 3-8 and 11)	10	17	36	41	35	37

2024-25 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
All Students	126	124	98.41	1.59	48.39
Female	77	75	97.40	2.60	46.67
Male	46	46	100.00	0.00	47.83
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	56.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	69	67	97.10	2.90	47.76
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00	0.00	50.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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
All Students	125	121	96.80	3.20	17.36
Female	77	73	94.81	5.19	15.07
Male	45	45	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	69	66	95.65	4.35	10.61
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.28	1.72	8.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.14	30.54	44.53	44.66	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	204	96.68	3.32	30.54
Female	126	122	96.83	3.17	27.27
Male	81	78	96.30	3.70	35.90
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	43.75
Black or African American	11	11	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	35.71
White	116	111	95.69	4.31	32.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	94	96.91	3.09	21.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Independence High School 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
- Education (teaching)
- Medical assistant program
- 3D Animation
- Sports Medicine

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	194
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	23.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	87.5
Graduates Who Completed All Courses Required for UC/CSU Admission	22.88

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.

2024-25 California Physical Fitness Test Participation Rates

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	52.5	42.5	57..5	57.5	57.5

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.

2025-26 Opportunities for Parental Involvement

Parents begin their connection with Independence High School through a one-hour meeting with a school counselor to review and develop each student's four-year academic plan. At the start of each semester, families participate in a parent orientation led by school administrators, during which the school's culture, goals, safety procedures, and Multi-Tiered System of Supports (MTSS) processes are reviewed, along with expectations for ongoing school-family communication. Parents are kept informed

2025-26 Opportunities for Parental Involvement

of student learning, upcoming assessment dates, and school events through Aeries Communication via text, email, and phone messages, and teachers communicate directly with families by email and phone to address individual student needs. Teachers have access to the District's Language Line to support communication with families in their preferred language, and parents can monitor student progress through the Aeries Parent Homelink account. Teachers are committed to updating the Aeries gradebook daily, including detailed comments to keep families informed of academic progress. Parents receive biweekly academic progress updates through a color-coded monitoring system, and automated phone calls are sent when a student misses a class session. Parents are also encouraged to participate in school activities and shared decision-making opportunities, including Back-to-School Night, School Site Council, and district-level Local Control and Accountability Plan (LCAP) meetings.

To further support student success, both schools provide coordinated wellness and support services designed to address academic, social-emotional, and family needs. School counselors and wellness staff offer individual and group counseling, crisis support, and referrals to community-based agencies as needed. Students may access support through the school's wellness center, restorative practices, and social-emotional learning interventions. Families are connected with resources for housing stability, transportation, health care access, food security, and other essential services through Learning Support Specialists, Family and Community Engagement staff, and district and community partnerships. These systems ensure that families receive timely, confidential, and culturally responsive support so that students are able to fully engage in learning and achieve academic and personal success.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	20.1	18.9	8.2	6.5	5.4	5.7	8.2	8.9	8
Graduation Rate	79.9	79.5	90	91.8	93.4	93.8	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	110	99	90.0
Female	65	58	89.2
Male	43	39	90.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	18	81.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	66	61	92.4
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	69	62	89.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	11	78.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	413	397	185	46.6
Female	234	226	107	47.3
Male	170	163	75	46.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	11	32.4
Black or African American	16	15	9	60.0
Filipino	--	--	--	--
Hispanic or Latino	99	95	52	54.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	30	14	46.7
White	218	209	94	45.0
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	219	210	95	45.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.4	0.24	0.48	4.09	3.62	3.08	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0	0	0.08	0.02	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.00	0.00
Male	1.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.46	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

The School Safe Plan includes a comprehensive procedural manual outlining staff responsibilities and required actions in the event of a school crisis or emergency. Emergency preparedness drills, including Shelter-in-Place, Lockdown, Earthquake, Evacuation, and Hold-and-Secure, are conducted each semester to ensure that students and staff are familiar with established procedures. Formal drills are conducted throughout the year at the campus, with feedback collected from external agencies and a School Resource Officer (SRO). Following each drill, school administrators, a campus monitor, and the School Resource Officer visit classrooms to provide feedback on staff and student adherence to safety protocols. Clear staff roles and direct communication lines are established to ensure consistent and timely information sharing during emergencies. Even though the school is primarily virtual, there are staff personnel and some on ground classes in which drills are conducted.

The School Safety Plan includes detailed site schematics and utility location maps to assist emergency responders. Campuses receive annual inspections from the local Fire Dept with findings shared with staff. A School Safety Committee meets regularly under the direction of the Assistant Principal to review and update safety procedures, address emerging safety concerns, and recommend physical improvements to school sites. Real-time communication systems are in place to allow rapid coordination among staff and district personnel during emergencies. Each classroom and workspace is equipped with first-aid backpacks and portable emergency sanitation supplies. Security cameras are installed across campuses to support ongoing safety and monitoring.

School safety is further supported through the implementation of Positive Behavioral Interventions and Supports (PBIS), which promotes a positive school culture and clearly defined behavioral expectations while encouraging student ownership of campus environment and beautification. Student supervision is provided before, during, and after school by a combination of campus monitors, school counselors, and site administrators. All visitors are required to check in through an electronic visitor management system and receive administrative approval before entering campus.

The school closely monitors suspension data, particularly related to incidents involving hostile learning environments or substance use. In response to these data trends, staff continue to strengthen PBIS implementation and receive ongoing professional development. These efforts are designed to reduce exclusionary discipline, improve campus climate, and support student accountability and success while maintaining a safe and respectful learning environment.

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	0	0
Mathematics	5	26	0	0
Science	5	8	0	0
Social Science	5	41	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	63	1	
Mathematics	2	61		
Science	4	17		
Social Science	4	44		

2024-25 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

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14, 574	\$1,014	\$13,560	\$108,789
District	N/A	N/A	\$10,696	\$112,766
Percent Difference - School Site and District	N/A	N/A	23.6	6.5
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	22.9	3.3

Fiscal Year 2024-25 Types of Services Funded

Site resources include Local Control Funding Formula (LCFF) funds and LCFF Supplemental Grant funds, which are used to address state priorities for all students as outlined in the Local Educational Agency’s (LEA) Local Control and Accountability Plan (LCAP). Federal categorical funding supports student services through Title I, Part A; Title II, Parts A and D; Title III, Part A; Title IV, Part A; and Title V, Part A. The school also serves students who qualify for McKinney-Vento Homeless Assistance services.

LCFF Supplemental Grant funds are used to provide a wide range of student supports aligned to the district’s LCAP priorities, which focus on four primary areas: support for English Learners, college readiness for all students, targeted interventions for struggling learners, and districtwide actions to improve student outcomes.

English Learner supports include ongoing teacher training, the use of supplemental instructional materials, additional staffing for English Language Development (ELD) classes, and expanded parent engagement through the use of translators and interpreters. Interventions for struggling learners include academic and social-emotional supports such as extended-hour transportation, home visits, services provided by Social Work Interns and School-Based Therapy Interns, and targeted

Fiscal Year 2024-25 Types of Services Funded

assistance from Family and Community Engagement staff. These staff members support students with attendance, grade monitoring, and access to needed services.

Districtwide actions include strengthening standards-based instruction in mathematics and literacy, using technology to accelerate student learning, and implementing Positive Behavioral Interventions and Supports (PBIS). The Minga app is used to help students monitor their PRIDE points as a tangible measure of engagement within the school's multi-tiered system of supports. At the site level, LCAP-aligned supports include access to a Curriculum; professional development in Build Thinking Classrooms (BTC), team teaching, and English Learner instructional practices; training in the Canvas learning management system and Edgenuity credit-recovery platform; integration of college and career learning through Advisory courses; and the provision of tutoring for students who require additional academic support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,576	\$67,238
Mid-Range Teacher Salary	\$101,945	\$106,841
Highest Teacher Salary	\$133,522	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$199,219	\$193,950
Superintendent Salary	\$315,000	\$314,304
Percent of Budget for Teacher Salaries	33.84%	29.51%
Percent of Budget for Administrative Salaries	5.58%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Districtwide Professional Development Days: Scheduled in August, October, and January.

Ongoing Professional Development and Training Opportunities (All Year): Includes Canvas Learning Management System, Build Thinking Classrooms (BTC), Aeries Attendance, Minga Communication, PCOE Universal Design for Learning (UDL) for CTE courses, and Academic Literacy trainings at both district and site levels. All trainings are provided by the RJUHSD Educational Services Department.

Districtwide Initiatives: Full implementation of Build Thinking Classrooms (BTC) training, along with the use of TeachFX for classroom data collection, monitoring the balance of student and teacher talk.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18