

Adelante Continuation High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Adelante Continuation High School
Street	350 Atlantic St.
City, State, Zip	Roseville, Ca. 95678
Phone Number	(916) 782-3155
Principal	Ross Fernandes
Email Address	rfernandes@rjuhsd.us
School Website	https://adhs.rjuhsd.us
County-District-School (CDS) Code	31669283130309

2022-23 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website Address	www.rjuhsd.us

2022-23 School Overview

Roseville Pathways (Adelante and Independence High Schools) is the new 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 RJUHS'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. Depending on which pathway they choose, students may have a hybrid schedule bringing both in-person and online coursework together. 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).

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	27
Grade 12	75
Total Enrollment	103

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.0
Male	64.1
American Indian or Alaska Native	1.9
Asian	4.9
Black or African American	3.9
Filipino	0.0
Hispanic or Latino	45.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.9
White	38.8
English Learners	9.7
Foster Youth	0.0
Homeless	8.7
Migrant	0.0
Socioeconomically Disadvantaged	55.3
Students with Disabilities	6.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	88.29	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.45	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	9.01	44.40	8.25	12115.80	4.41
Unknown	0.20	2.25	17.10	3.19	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.80	94.58	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	4.20	16.90	3.00	11953.10	4.28
Unknown	0.10	1.22	23.80	4.21	15831.90	5.67
Total Teaching Positions	11.40	100.00	566.30	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.50	0.40
Total Out-of-Field Teachers	1.00	0.40

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students have access to all required textbooks adopted by RJUHSD. The District adheres to required adoption processes. Most recent textbook adoptions include those for US History. During the 2021 - 2022 school year, Economics textbooks are under review/piloted as well as textbooks related to the Integrated Math series.

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006 English 9: Literature & Language Arts, 3rd course (Holt) © 2003 English 10: Literature & Language Arts, 4th course (Holt) © 2003 English 11: Literature & Language Arts, 5th course (Holt) © 2003 English 12: Literature & Language Arts, 6th course (Holt) © 2010	Yes	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	Yes	0.0%
Science	NGSS Biology: CK-12 Science Flexbooks (Online) © 2022 NGSS Physics: CK-12 Science Flexbooks (Online) © 2022	Yes	0.0%
History-Social Science	World Studies: World History the Modern World (Pearson) © 2007 US History: United States History Modern America (Prentice Hall) © 2008 Government: Magruder's American Government (Pearson) © 2010 Economics: TCI Econ Alive! The Power to Choose (Online) © 2022	Yes	0.0%
Foreign Language	Edgenuity (Online platform) © 2022		0.0%
Health	Glencoe Health, McGraw-Hill Education © 2011	Yes	0.0%
Visual and Performing Arts	No textbooks for VAPA, utilizes Canvas Learning Management System		0.0%
Science Laboratory Equipment (grades 9-12)	RJUHSD does not adopt laboratory equipment. Antelope High School uses equipment and supplies from a variety of vendors.		0.0%

School Facility Conditions and Planned Improvements

The facility includes two computer labs, 10 standard academic classrooms, an art room, an Early HeadStart facility, automotive service shop, counseling center, a science lab, a full wood shop and a Student Union/cafeteria, making Adelante home to one of the most comprehensive continuation school facilities in the county. Half of the classrooms and office buildings were replaced at the beginning of the 2007-08 school year as part of a three phase renovation project for the school. One phase was completed. The school is maintained by a full-time evening custodian and the services of the District grounds/maintenance staff once each week. The district Director of Maintenance/Operations facilitates repair needs and oversees work order requests from the site and/or needed campus renovations funded through state Capital Improvement programs.

All facilities are maintained and repaired to ensure proper working order and a safe environment for all educational and instructional activities. Site Administration conducts safety "walk arounds" to ensure that all facilities receive inspection on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated. Additional facility improvements include lock changes on campus doors to permit staff to lock the classroom door from the inside of the room rather than having to step outside and lock the door. This facility improvement aligns with campus safety efforts. The most recent facilities project was completed in the spring of 2021 with continued structural improvements through the 2021/22 school year regarding the automotive and PE/Art classrooms.

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. The school behavioral expectations of PRIDE encourage respect for the school campus, resulting in a school free of tagging and vandalism as well as free from most litter. Before, after and during school our students are supervised by the campus monitor, Youth Service Officer, teachers and school administration. Adelante requires that all visitors check in at the office for administrative approval to be on campus. This requirement is posted at all entrances to the school.

Year and month of the most recent FIT report

4/28/2022

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			Repairs were noted and work orders were made. Tall fountain does not turn on
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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	39	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	62	31	50.00	50.00	22.58
Female	22	12	54.55	45.45	16.67
Male	37	17	45.95	54.05	23.53
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	35	17	48.57	51.43	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	11	57.89	42.11	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	6	54.55	45.45	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	19	44.19	55.81	31.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	62	35	56.45	43.55	5.88
Female	22	13	59.09	40.91	8.33
Male	37	19	51.35	48.65	5.26
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	35	21	60.00	40.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	12	63.16	36.84	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	6	54.55	45.45	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	22	51.16	48.84	4.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	7.69	8.82	46.88	46.73	28.5	29.47

2021-22 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
All Students	122	69	56.56	43.44	8.82
Female	36	19	52.78	47.22	5.26
Male	82	48	58.54	41.46	8.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	29	51.79	48.21	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	32	64	36	3.13
English Learners	11	4	36.36	63.64	--
Foster Youth	0	0	0	0	0
Homeless	21	13	61.9	38.1	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	39	50.65	49.35	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Roseville Pathways (Adelante and Independence High Schools) offers elective classes that focus on career preparation and student's lives post-high school. CTE course sequences offered as part of Roseville Pathways are:

Automotive
Apparel Design, Construction, and Merchandising
Commercial music
Education (teaching)
Medical assistant program
Photography

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	93
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	69.17
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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
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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.

2022-23 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 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 and 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		51.2	31.6		8.5	5.8		8.9	7.8
Graduation Rate		41.5	59.5		90.1	90.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	79	47	59.5
Female	26	15	57.7
Male	51	31	60.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	29	15	51.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	38	23	60.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	3	20.0
Socioeconomically Disadvantaged	58	31	53.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	198	183	167	91.3
Female	66	61	57	93.4
Male	127	117	106	90.6
American Indian or Alaska Native	2	2	2	100.0
Asian	6	6	5	83.3
Black or African American	7	5	4	80.0
Filipino	2	1	1	100.0
Hispanic or Latino	90	86	77	89.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	10	83.3
White	75	67	64	95.5
English Learners	15	15	14	93.3
Foster Youth	1	1	1	100.0
Homeless	30	30	30	100.0
Socioeconomically Disadvantaged	135	128	119	93.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	20	17	85.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	23.91	2.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.30	10.10	0.69	3.63	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.10	0.00
Female	7.58	0.00
Male	11.02	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	8.00	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	10.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.76	0.00

2022-23 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" 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	13	12		
Mathematics	13	11		
Science	14	6		
Social Science	13	14		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	18	7		
Mathematics	12	8		
Science	15	4		
Social Science	12	9		

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	14	8		
Mathematics	9	9		
Science	17	4		
Social Science	11	11		

2021-22 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	103

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$19,138	\$2,539	\$16,599	\$74,110
District	N/A	N/A	\$9,242	\$91,127
Percent Difference - School Site and District	N/A	N/A	56.9	-20.6
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	86.3	-23.8

2021-22 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 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, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) (LiveSchool licenses for our PBIS program, providing each student with a bank account to track their PRIDE Passes) to help support multi-tiered systems of support.

Site LCAP to ensure students and teachers are supported with C&I coach, professional development in Project Based Learning (PBL) 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 services for students that need extra support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,974	\$55,947
Mid-Range Teacher Salary	\$83,212	\$90,080
Highest Teacher Salary	\$108,986	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$161,631	\$164,633
Superintendent Salary	\$252,500	\$261,984
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 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

22-23 school year

- Districtwide Professional Development days (August and January)
- All year: Canvas Learning Management System Trainings (provided by the RJUHSD Ed Services Dept)
- All year: McDowell Project Based Learning Training: 10 sessions that focus on each department developing curriculum units and instructional habits in the classroom.
- PrismsVR (Virtual Reality): Training on math VR real world applications
- Instructional Coach working with each department's C&I goals based on McDowell trainings
- Conferences (for example Unreal Engine Conference in October)
- Wellness focused topic trainings by Multi-Tiered Systems of Support 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	18	18