

The Single Plan for Student Achievement  
ADELANTE HIGH SCHOOL

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CDS Code

Date of this revision: February 12, 2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Roseville Joint Union High School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.

## School Profile

Adelante High School is located in Roseville, California. This school is one of eight in the Roseville Joint Union High School District, and along with Independence High School and Roseville Adult School, is one of the three alternative high schools in our district.

A fully accredited continuation high school, Adelante High School, offers the same core course graduation requirements as the traditional high schools within the district, except for requiring 40 credits less in electives. Adelante High was named a Model Continuation School in 2006. The vast majority of our students come to us from the five comprehensive high schools in the district. Students transfer to AHS for a variety of reasons. Students are able to enroll at AHS during four specific transfer windows during the course of the school year. As such, it becomes our responsibility to have the flexibility to meet the academic needs of each individual student at the time of his/her transfer.

Many of our students transfer to AHS because of lack of success at a traditional high school. Our students range from ages 16-19 years old. Generally most of our students have struggled academically, have attendance issues, or simply have had difficulty adapting to the traditional high school setting. A smaller number of students are transferred to our site due to discipline issues. Some students who enroll at AHS are credit deficient and some students lack important basic skills. We recognize the importance of providing opportunities for students to improve their basic skills while working on completing core academic courses in a timely manner.

Parents may contact our office or their son/daughter's teacher at any time to get current information about their student's progress. Students and parents are also able to access grades, attendance, and homework assignments, which are available through *Homelink*, a web-based program. Our school website provides information about our PI status, testing dates, school-wide activities, Site Council, graduation information, staff information, and an interactive calendar.

Adelante High School provides an alternative-learning environment, dedicated to academic, personal, and emotional development. The mission of Adelante High School is to provide a supportive, structured educational environment designed to assist students who want or need an alternative to the traditional high school setting. Students will be accepted, educated, mentored, and nurtured to become productive, participating citizens. Our vision is that every student will succeed.

The majority of enrollment at AHS is on a voluntary basis; our student population is highly transient. Students enter and leave our school at various times throughout the school year. As a result our enrollment varies during the school year. Our 2011 CBEDS report showed that we had 137 students enrolled, the lowest number in years, due to a large number of graduates last year. While that total enrollment number may change throughout the school year, the actual number of students who are served at Adelante all year may reach a number anywhere between 350 and 400 students.

The chart below indicates the grade levels of our students at the 2011-2012 CBEDS report:

Grade Level	9	10	11	12
# of Students	0	4	35	98

We attempt to limit enrollment of 10<sup>th</sup> graders who are 16 years old or in the second semester of their sophomore year.

### **School Facilities**

Adelante High School is situated on nearly four acres of land that it has occupied since 1980. The school was formerly comprised of several portable buildings and some older buildings from the old Atlantic Street School. In 2006, half of the Adelante campus was renovated. Currently, the facility features seven standard classrooms, three computer labs, an art/ceramics room, a wood shop, a daycare room and expansive play-yard, and a multi-purpose room which makes it easily one of the most comprehensive continuation sites in the state. The administration and support staff are housed in a building that was also completed with the remodel of 2006.

### ***School and School-Related Programs***

Adelante High School is an alternative high school requiring 220 credits for graduation. We require the same graduation requirements as our comprehensive sites, except we only require 70 elective credits: English (40), social science (30), science (20), algebra (10), geometry (10), physical education (20), VAPA (10), health (10). Graduating seniors have the opportunity to enroll in concurrent courses at Roseville Adult School for up to 10 credits maximum, and in some situations they can concurrently enroll at Independence High School.

Adelante High School hosts various extracurricular activities, events, and student enrichment throughout the school year. Students are taken on field trips to a variety of colleges where they can visit the campuses. At Sierra College and American River College, students are able to take the required placement assessments in math and English and they can meet with college counselors. Additionally, we have assisted our students in registering online, in writing college scholarship essays, and in applying for financial aid. We also have a wide variety of clubs and sports on campus: YEAGA, GSA, Interact, ASK, along with a basketball and bowling team. Our students. Our students also participate in activities such as canned food drives and Red Ribbon Week, focused on drug and alcohol awareness.

Adelante HS has implemented a number of intervention programs and student support structures to help our students mastery the core content. For example, we offer algebra and geometry as a block class, which meets 2 periods a day, instead of one. The two-period course allows teachers more time to build foundational math skills, and it also allows students additional opportunity to practice and master geometry skills. We also have hired 3 AVID/Academic tutors (one is bilingual) who work directly with students in math and English classes and on CAHSEE prep and review. These tutors also pull students out of elective courses or PE to work with them on CAHSEE and CST prep. In conjunction with PCOE, tutors are also available to our homeless and foster youth to aid them with academic support across the curriculum. During the school year, we have a “Lunch and Learn” program offered by many of our teachers. Their classrooms

are open Tuesday through Friday at lunch to provide one-on-one tutoring, homework assistance, and time to take or re-take assessments. We also added an ELD class in the fall of 2011 for our English Language Learners (ELL). Based on their CELDT scores, students are enrolled into the course. Students are closely monitored by our English Language Specialist, along with students who have been reclassified within the past 2 years.

### **Academic Goal**

We offer the same standards-based curriculum as the other schools in the district. Our teachers participate in district committees that are developing and implementing district-wide common assessments in all of the core academic areas. We see ourselves not as a different educational opportunity for students, but as an alternative method of meeting all of our district's academic goals and requirements for all our students. We offer smaller class size, more focused attention to struggling students, and a variety of social services to help students be successful academically.

We also recognize that some of our students are behind in credits and that earning enough credits to graduate in a timely fashion may not be a realistic outcome. For some students passing the General Educational Development test (GED) or the California High School Proficiency Exam (CHSPE) represents a positive academic outcome that provides that student with the opportunity to continue his/her education, join the work force, or enlist in the armed services. Our students can take the GED or CHSPE course and exams through Roseville Adult School, which is directly across the street.

### **School Staff**

The school principal oversees the leadership of all aspects of Adelante High School. The school staff also consists of 1 full time assistant principal/counselor/testing coordinator/homeless liaison/social worker/counseling intern supervisor, 1 Administrative Assistant, 1 Principal's Secretary/Registrar, 12 full-time teachers, 1 part-time special education teacher, 1 special education paraeducator, 2 Day Care aides, 1 campus monitor, 1 custodian, as well as 3 part-time academic tutors, 1 Youth Service Officer (4 days/week), 1 part-time nurse, and a part-time workability counselor. We also added a part-time (2 days/week) intervention counselor this year. This year one of our English teachers was selected to become our ELD teacher and our EL Specialist. We also were able to hire a part-time Learning Support Specialist who is bilingual. She is an advocate for our students and works closely with parents and staff with academics, but also social/behavioral issues.

The staff meets weekly during collaboration time to discuss school-wide issues and to participate in PLC meetings and/or WASC teams. The principal, assistant principal/counselor, and 2 office staff make up the school Management Team. They meet on a weekly basis to preview and plan for the upcoming week's events. A Guiding Coalition formed this year to work on issues surrounding Professional Learning Communities (PLC) and Response to Intervention (RTI). Staff members are involved with the School Site Council, English Learners Advisory Council (ELAC) and our District ELAC (DELAC), the District's Continuous Improvement Leadership Team (CILT), SAM hearings, Assessment and Support Team (AST), District Technology Team, EL Leadership Team, Safe Schools Committee, District Goals Committee, and District-wide

Common Assessment sessions in all core areas. All of our teachers are fully credentialed and NCLB highly qualified in the core subjects they teach. All of our EL students are taught by CLAD certified teachers.

### **School Instruction**

The school year at Adelante HS is divided into four, nine-week grading periods. The school day is comprised of seven 43-minute periods with an optional eighth period study skills class. Students are enrolled in a minimum of four classes. Most students, however, choose to take a full load of seven classes. Per California ed. code, continuation schools must offer a minimum of 180 instructional minutes per day.

We offer elective courses in basic and advanced Art, Ceramics, Art Mural, Wood Shop, Leadership, Psychology, Yearbook, Positive Power, Public Speaking, Careers, student or office aide, Physical Education (Crazy Ball and P90X/Aerobics), and computer skills as students work toward completing the necessary courses and credits required for graduation.

Our learning targets in all courses are based on the California State Standards. Currently, we use the district common assessments as a means of determining student success in meeting those standards. If a student does not meet mastery on a final assessment, that student will receive additional instruction prior to re-taking the assessment in an effort to reach mastery. Generally, a score of 65% or above constitutes mastery. We have begun to analyze the Common Core Standards and will begin to modify courses and assessments to reflect those standards, as well.

For our students who are unable to reach mastery the first time through a course, we offer credit recovery courses. In these courses, teachers provide additional instruction in the areas needed in order for students meet the mastery standards for the course. Currently, we offer credit recovery in all social studies classes, life and physical science, algebra, geometry, English, and health. These courses can be taught as an independent study within the classroom or some are taught through a blended learning/online credit recovery. These courses are offered through BlackBoard and we use both our district-designed course, an online program called *Aventa* or ACCELERATE (which is a pilot program). Students are required to attend class daily in a computer lab with support from a classroom teacher/mentor, in addition to an online teacher.

At the end of each grading period, student's progress is used to determine the course placement for the next grading period. The emphasis is on meeting student's core requirements for graduation. In math some students are enrolled in block classes (2 periods back-to-back) while others might be placed in a single period class. In addition to block classes, some courses have an option to also take a period of study skills, which provides students more time to master the curriculum with the guidance of a teacher, and oftentimes one of our tutors.

## **Parental Notification and Involvement**

At Adelante High School we keep parents updated on their student's academic progress and provide ways for parents to be actively involved in their student's education. During the school year, parents are provided with progress grade reports every 4-5 weeks. Roseville Joint Union High School District's *Homelink* website is available to all parents. Parents can use *Homelink* to get timely information on their student's classroom progress and view any missing assignments. There is also an expectation that our teachers will communicate through a phone contact or e-mail in a timely manner whenever a student is struggling academically. We also utilize e-mail and *SchoolMessenger*, a telephone communication system, for timely communication. The RJHUSD will continue to expand *SchoolMessenger* contacts to improve parental response for timely communication including school year calendar updates, Adelante and District news bulletins, forums, and special meetings, including emergency situations. In order to effectively communicate with our families who are English Learners, we send messages home in the families' home language, both via *SchoolMessenger* and with flyers that students deliver home. Administrators also contact parents regularly regarding student behavior and discipline in an effort to partner with parents to help students to be successful in school.

Opportunities for parents to be actively involved include membership on our school Site Council, our English Learner Advisory Council (ELAC), the District DELAC, attendance at Back-to-School Night, Grad. Senior/Parent Night as well as well scheduling conferences with teachers and administrators as needed. Our School Site Council/ELAC is a group of parents, students, and staff who meet on a monthly basis to analyze data for Adelante High School. Based on the data, the council creates the yearly Single Plan for Student Achievement (SPSA). The SPSA includes school goals and action plans that are reviewed, updated, and approved by the Site Council each year. Our Site Council/ELAC focuses on our EL students and how we can support them and their families, along with all other students who may be struggling with behavior or academics.

## **Academic Performance Data**

Academic performance data is necessary for any school to see how well students are performing and to determine if any significant trends are occurring. Analyzing those significant trends provides necessary information that will enable a school to make any needed changes to either the curriculum or instruction or both to address those trends. The Academic Performance Index (API), the California Content Standards, and the California High School Exit Exam (CAHSEE) results are reported in the following tables.

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California using weighted test data in specific testing areas. Initially, the state has set 800 as the API score that schools should strive to meet. However, each year the State determines a target score that indicates expected growth for that year.

Year	2006	2007	2008	2009	2010	2011
API	589	467	575	566	538	<b>592</b>

Our staff was very pleased with the 54 point gain in our API last year. We attribute this gain to a concerted effort in the following areas:

- ~developing and revising standards based curriculum
- ~the adoption and implementation of standards based textbooks
- ~strategic scheduling of students into grade level courses focused on standards
- ~revised testing protocols
- ~review sessions in all core classes
- ~additional tutoring opportunities with three AVID tutors
- ~credit recovery classes

In addition, we met all 6 targets for our Annual Yearly Progress (AYP). This resulted in our site remaining in Program Improvement 4. If we continue to raise our API and meet our AYP, we can be removed from Program Improvement.

## California Content Standards Tests Results

The California Content Standards Tests (CST) are designed to test students' knowledge and understanding of the state standards in specific core subject areas. The results are divided into five performance levels, Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The federal guideline, No Child Left Behind, has set the standard that all students will perform at the Proficient level or above by the year 2015 in all core subject areas.

The tables below also reflect the years that AHS tested a statistically insufficient number of students in a given subject area. Those years will be indicated by NA in the table.

### English Language Arts: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 10	21	12	42	24	40	40
Grade 11	28	12	38	31	40	47

### Algebra 1: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 10	N/A	N/A	26	6	8	33
Grade 11	34	21	14	14	22	21

### Geometry: % Basic or above      no = not offered

	2006	2007	2008	2009	2010	2011
Grade 10	No	No	No	No	0	29
Grade 11	No	No	No	No	24	28

### Life Science: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 10	36	13	45	20	39	40

### World Studies: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 10	12	3	19	6	31	25

### US History: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 11	31	8	27	31	45	50

### Earth Science: % Basic or above

	2006	2007	2008	2009	2010	2011
Grade 10	13	24	N/A	N/A	N/A	N/A
Grade 11	46	32	52	51	54	66

NA = statistically insufficient number of students tested

**Below are our student scores on the STAR exam for 2010.**

Students take tests in English Language Arts (and other core subjects) at specific grade-levels (example below), which scores reflect. Students may take other subjects (like Algebra 1) at a different grade-level, which explains the “EOC” (End Of Course) column, a summary of all grade-levels testing.

**CST English-Language Arts**

Result Type	10	11	EOC
Students Tested	30	81	
% of Enrollment	93.8 %	94.2 %	
Students with Scores	30	81	
Mean Scale Score	289.3	298.6	
% Advanced	0 %	1 %	
% Proficient	13 %	16 %	
% Basic	27 %	30 %	
% Below Basic	17 %	26 %	
% Far Below Basic	43 %	27 %	

**CST Algebra I**

Result Type	10	11	EOC
Students Tested	28	40	68
% of Enrollment	87.5 %	46.5 %	
Students with Scores	28	40	68
Mean Scale Score	273.5	277.2	275.7
% Advanced	0 %	0 %	0 %
% Proficient	4 %	3 %	3 %
% Basic	29 %	18 %	22 %
% Below Basic	29 %	55 %	44 %
% Far Below Basic	39 %	25 %	31 %

**CST Geometry**

Result Type	10	11	EOC
Students Tested	2	38	40
% of Enrollment	6.3 %	44.2 %	
Students with Scores	2	38	40
Mean Scale Score	*	275.7	274.0
% Advanced	*	0 %	0 %
% Proficient	*	3 %	3 %
% Basic	*	26 %	25 %
% Below Basic	*	47 %	45 %
% Far Below Basic	*	24 %	28 %

**CST Summative High School Mathematics**

<b>Result Type</b>	<b>11</b>	<b>EOC</b>
Students Tested	1	1
% of Enrollment	1.2 %	
Students with Scores	1	1
Mean Scale Score	*	*
% Advanced	*	*
% Proficient	*	*
% Basic	*	*
% Below Basic	*	*
% Far Below Basic	*	*

**CST World History**

<b>Result Type</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested	32	3	35
% of Enrollment	100.0 %	3.5 %	
Students with Scores	32	1	33
Mean Scale Score	286.4	*	285.0
% Advanced	9 %	*	9 %
% Proficient	3 %	*	3 %
% Basic	13 %	*	12 %
% Below Basic	28 %	*	27 %
% Far Below Basic	47 %	*	48 %

**CST U.S. History**

<b>Result Type</b>	<b>11</b>	<b>EOC</b>
Students Tested	84	
% of Enrollment	97.7 %	
Students with Scores	84	
Mean Scale Score	303.9	
% Advanced	4 %	
% Proficient	21 %	
% Basic	25 %	
% Below Basic	21 %	
% Far Below Basic	29 %	

**CST Science - Grade 10 Life Science**

Result Type	10
Students Tested	30
% of Enrollment	93.8 %
Students with Scores	30
Mean Scale Score	298.4
% Advanced	10 %
% Proficient	7 %
% Basic	23 %
% Below Basic	23 %
% Far Below Basic	37 %

**CST Chemistry**

Result Type	11	EOC
Students Tested	1	1
% of Enrollment	1.2 %	
Students with Scores	1	1
Mean Scale Score	*	*
% Advanced	*	*
% Proficient	*	*
% Basic	*	*
% Below Basic	*	*
% Far Below Basic	*	*

**CST Earth Science**

Result Type	11	EOC
Students Tested	79	79
% of Enrollment	91.9 %	
Students with Scores	79	79
Mean Scale Score	321.3	321.3
% Advanced	4 %	4 %
% Proficient	28 %	28 %
% Basic	34 %	34 %
% Below Basic	11 %	11 %
% Far Below Basic	23 %	23 %

## California High School Exit Exam Pass Rate – 10<sup>th</sup> graders testing for the first time

The California High School Exit Exam (CAHSEE) was introduced with the class of 2006. From that year on, in order to receive a high school diploma in California, students are required to pass both the English Language Arts (ELA) section and the Math section of the exit exam. All students take the exam for the first time during the spring semester of their sophomore year of high school. If a student fails one or both of the sections, he/she will have an additional six opportunities to take the exam during his/her junior and senior years. The table below represents the percentage of sophomores who passed each section of the exit exam while enrolled at AHS in the spring semester of their sophomore year.

### CAHSEE--Number of Students Tested and Percentage Passing

	2007	2008	2009	2010	2011
# Tested	36	25	25	30	16
ELA	28%	68%	41%	57%	38%
Math	33%	67%	41%	55%	63%

Adelante High School does not test a significant enough number of students in any particular sub-group to generate any viable data. Specific breakdown for our current enrollment is in the following table. The percentage of Hispanic/Latino students may appear significant; however, this is the percentage for our total enrollment. Individual grade levels do not yield a significant percentage that would produce viable data.

Ethnicity	Number of Students	Percentage of Total
American Indian/Alaska	5	.03
Vietnamese	1	.006
Punjabi	1	.006
Japanese	1	.006
Cambodian	1	.006
Samoan	1	.006
Other Pacific Islander	1	.006
Filipino	3	.01
Hispanic/Latino	58	36
African American	7	.04
White	79	50

Based on enrollment on 2/27/12

**Form A: Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for our students. After reviewing the site data and district goals, Adelante High School has adopted the following school goals:

<p><b>School Goal #1</b>  <b>Improve CAHSEE scores in Math by 5% overall and in all subgroups</b>  <b>Improve Math scores on CSTs by 5% overall and in all subgroups</b>  <b>Reduce the # of F's in algebra and geometry by 5%</b></p>	
<p><b>Student Groups and grade levels to participate in this goal:</b>          ~All students who have not taken or passed the CAHSEE          ~All 10<sup>th</sup> and 11th grade students taking the CSTs          ~All students enrolled in algebra and/or geometry          ~Focus on special education, English Learners, low SES students</p>	<p><b>Anticipated annual performance growth for each group:</b>          ~The percentage of students passing the CAHSEE will increase by 5% overall          ~The percentage of students at Basic and Above will increase by 5% or more overall and decrease by 5% percentage of students at Far Below and Below Basic in all significant subgroups          ~The percentage of students receiving F's in algebra and geometry will decrease by 5%</p>
<p><b>Means of evaluating progress toward this goal:</b>          ~Test scores from all administrations of tests will be analyzed and hotlists created          ~Utilize AERIES data to query student demographics          ~Student performance on CAHSEE revolution programs and one-on-one work with teachers and tutors will determine student progress          ~In-class formative assessments in algebra and geometry classes          ~In-class summative assessments in algebra and geometry          ~District Common Assessment data in algebra and geometry classes          ~Data analysis by School Site Council/ELAC, department members, PLTs, and AHS staff</p>	<p><b>Group data to be collected to measure academic gains:</b>          ~CAHSEE math scores as measured by 2011 AYP Accountability Progress Report          ~CAHSEE Revolution online data          ~Scaled scores for most recent test administration          ~District Common Assessment data          ~Final grades in math courses</p>
<p>~math and special education teachers trained to support EL and SWD and evidence of implementation of interventions</p>	<p>13</p>

<b>Actions to be Taken to Reach this Goal Consider all appropriate dimensions (eg. Teaching and Learning, Staffing and PD)</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
~Hire 3 part-time AVID/academic tutors to assist students with CAHSEE prep, algebra and geometry—one tutor is bilingual Spanish speaker	August 2011	Hourly wages for tutors	\$10.00/hr./16 hr. week each Approx. \$20,000.00 total	Title I
~Create HOTLISTS in math dept. of students who need to pass CAHSEE	September/Oct 2011 December 2011 March 2012			
~Special ed. classes include weekly CAHSEE Revolution online prep	August 2011	CAHSEE Revolution licenses		CAHSEE rem.
~Offer a CAHSEE prep course (GP1) for juniors and seniors who have not passed test	August -Oct. 2011	CAHSEE prep workbooks	No cost	
~Purchase 3 mini HP Notebook computers for student use for CAHSEE review when they have class suspensions in office (+ warranties)	Sept. 2011	3 mini computers w/ locks warranties	\$2,205.41 \$ 294.00	Curr. & Inst. AHS Tech
~Hire an additional math/science teacher to teach CAHSEE prep, algebra and geometry	August 2011	1.0 FTE math/science teacher	Approx. \$80,000.00	General fund
~Utilize CAHSEE Standards Review and Practice Math--	August 2011—ongoing	CAHSEE prep workbooks	No cost	
~Provide CAHSEE prep sessions (6) for students during lunch	October 2011 February 2012 March 2012 May 2012	Hourly wages for tutors  Snacks for students	\$10.00/hr	Title I  CAHSEE rem.
~Pull-out seniors who did not pass Nov. CAHSEE test to work one-on-one with academic tutors	October 2011	Hourly wages for tutors	\$10.00/hr	
~Utilize CAHSEE released test questions and analyze results for most frequently missed	September 2011- March 2012	Data analysis by math teachers and tutors		

questions				
~Strategic scheduling of juniors and seniors into a CAHSEE prep course before the November CAHSEE test	August 2011			
~Review CAHSEE release questions in math classes for 10 <sup>th</sup> graders	January/February 2012	Lesson design		
~Schedule all 10 <sup>th</sup> and 11 <sup>th</sup> grade students into appropriate math course for STAR testing	August 2011 and every grading period	counseling		
~Offer specific instruction, including sample release questions from previous years and test-taking strategies for every student taking the STAR/CST tests in the spring in every core subject where students will be tested	Year-long	Lesson design		
~math teachers reviewed and refined algebra and geometry scope and sequence for 9 week courses	Summer 2011	Unit and lesson plans		
~math teachers identify standards-based Essential Learnings & unit targets for algebra and geometry during weekly collaboration in their PLT's	Year long	PLT minutes		
~Review test-taking strategies with students in all classes	Ongoing	Lesson design		
~Utilize released STAR test questions in class for students to practice. Use data to find what areas students are struggling with.	January 2012—April 2012	Lesson design & PLT's		
~Implementation of newly adopted standards-based textbooks—McDougal Littell	August 2011—ongoing			
~Schoolwide effort to motivate student buy-in for taking the STAR tests seriously and trying their best * Students scoring Proficient on STAR	October 2011	Issue credits or purple passes		

(last spring) receive 1 credit for math, score of Advanced receives 2 credits in math * Students who “bump” up one level from Far Below Basic to Basic receive a “Purple Pass”—off campus lunch pass	October 2011			
~non-core teachers provide test-taking strategies to students	Year-long	Lesson design		
~math teachers participate in bi-annual District Common Assessment analysis and revision	Fall 2011 and spring 2012	Subs	\$100.00/day x 4= \$400.00	Title II
~math teachers administer district developed common summative assessments in each course	Year long	DCA analysis in PLT’s		
~Recovery algebra and geometry courses offered for students who fail a course to enroll immediately into a 9 week course, to “recover” the credits after demonstrating mastery of units	October 2011	hotlists		
~online blended learning credit recovery course offered in algebra and geometry for students who failed the course	August 2011—ongoing	<i>Aventa</i> licenses <i>ACCELERATE</i> licenses	10 = \$2,250.00 10 = \$2,000.00	Curriculum & Inst.
~Bilingual academic tutor provides support to EL students	September 2011-year long	1 period/day Tuesday-Friday	\$10.00/hr x 3 hr/week	Title I
~hire part-time bilingual Learning Support Specialist to work with EL students and families re: social/behavioral and academic issues	October 2011	Position add-on .4 FTE	\$12,466.00	Title I funds
~provide release period for EL Specialist to	October 2011	Position add-on	\$13,860.00	EIA funds

monitor and mentor EL & RFEP students in all classes & conduct reclassifications		.143 FTE		
~Assign Students with Disabilities (SWD) to math classes	Aug. 2011-ongoing			
~Hire part-time CLAD certified special education teacher for direct instruction math with 10 <sup>th</sup> and 11 <sup>th</sup> grade spec. ed. students	August 2011	.17 FTE (fall) .17 FTE (spring)	\$6,000.00 \$6,000.00	Special Education-SELPA
~SWD will receive math support in an additional Academic Lab C class using standards-based texts, research-based ancillary materials (Essentials for Algebra), and district provided online math programs	August 2011-ongoing			
~General education and special education teachers share strategies and resources to improve student achievement: special ed. Designation in AERIES, 504 vs. IEP, Intervention screen	October 2011	Staff development meetings		
~Sped. Teacher participates in math PLC weekly	Year long	Weekly meetings		
~Spec. Ed. Staff intervenes when students perform poorly in math classes—weekly Friday SST meetings	August 2011—ongoing	SST meetings		
~Students scoring below grade level scheduled into appropriate intervention math course (blocked or additional study skills class) (schedule based on teacher recommendation)	August 2011 and before every grading period	Math teachers work with admin.		
~ “Block” algebra and geometry classes offered so students have 2 classes back-to-back	Every grading period	counseling		
~hire part-time intervention counselor	October 2011	Position add-on .4 FTE	\$28,000.00	Categorical

				funds-7080
~Teachers, counselors and case managers will communicate regularly with each other and with parents of students needing strategic and intensive interventions and support to share progress and explain “Lunch & Learn” and tutoring options with Academic AVID tutors	August 2011-ongoing			
~Math teachers participate in a PLT, coordinating courses, analyzing data, aligning with state standards, and considering interventions for students	Ongoing	PLT minutes		
~Teachers, counselors, and administrators will develop and check Hotlists and review instructional and assessment data to identify students in need of intensive intervention	August 2011-ongoing	hotlists		
~Direct vocabulary instruction in all core classes	Year long			
~Purchase one SmartBoard for math instruction	September 2011	SmartBoard Installation speakers	\$6,453.00	Program Improvement (2011)
~Purchase one SmartBoard for science instruction	December 2011	SmartBoard Installation speakers	\$6,453.00	Program Improvement (2011)
~purchased an IPEVO Point 2 Document camera for a math teacher	August 2011	camera	\$69.00	Curriculum & Instruction
~purchased a user license of Pre-algebra, Infinite Algebra 1, Infinite Geometry, and Infinite Algebra 2 (with back-up CD’s) for math teachers	August 2011	Software CD’s	\$628.00	Curriculum & Instruction
~2 math teachers purchased SmartMath tools for Smartboards for designing assessments and lessons	August 2011	Software	\$258.00	Curriculum & Instruction

~Principal attended Principal's Partnership in Arizona during summer—focused on building schools for success	July 2011	Registration, hotel, meals	\$450.00	Union Pacific Railroad Grant
~Training provided to all staff on how to support ELL & SWD students—materials and strategies shared by teachers who attended AVID training	October 2011	Hand-outs provided	No cost	
~ACCELERATE training for our blended online classes	September 2011	ACCELERATE training	\$500.00	Title II
~Retired math teacher mentor for geometry teacher	December 2011	5 mentoring sessions @ \$40.00	\$200.00	EIA
~1 math teacher trained in Mike Mattos "Building Schools Where ALL Students Succeed" Response to Intervention	March 2012	Sub mileage	\$100.00 .51/mile	Title II
~AVID Training for 3 teachers (1 math teacher--Papic)	Summer 2011	5-day training in Sacramento in July: registration, meals, mileage	\$ 2,157 Mileage/meals/parking: \$335.00	Title II Title 1
~Assist. Principal attended AB 75 Administrative training in McDougall/Littell math curriculum through SCOE	September 2011-June 2012	portfolio		
~1 math teacher trained on Blackboard-utilizing site for posting assignments and resources	February 2012	training		
~3 teachers and 2 administrators to attend AVID Summer Institute 2012	Summer 2012	Registration Mileage meals	5 @ 669.00 =	EIA?
~1 math teacher attended the Digital Technology Conference at GBHS	January 2012	Registration	\$20.00	Technology

<p><b>School Goal #2</b>  <b>Improve CAHSEE scores in ELA by 5% overall and in all subgroups</b>  <b>Improve ELA scores on CSTs by 5% overall and in all subgroups</b>  <b>Reduce the # of F's in English classes by 5%</b>  <b>Increase scores on DWA by .5 score and reading post-assessments for ELD students by 5%</b></p>	
<p><b>Student Groups and grade levels to participate in this goal:</b>  ~All students who have not taken or passed the CAHSEE  ~All 10<sup>th</sup> and 11th grade students taking the CSTs  ~All students enrolled in grade level English  ~All students who are in special education, English Learners, and/or low SES students</p>	<p><b>Anticipated annual performance growth for each group:</b>  ~The percentage of students passing the CAHSEE will increase by 5% overall  ~The percentage of students at Basic and Above will increase by 5% or more overall and decrease by 5% percentage of students at Far Below and Below Basic in all significant subgroups  ~The percentage of students receiving F's in English will decrease by 5% overall (and in all subgroups)  ~Increase test scores on DWA by .5 of a score and reading comprehension by 5% on Gates MacGinnite</p>
<p><b>Means of evaluating progress toward this goal:</b>  ~Test scores from all administrations of tests will be analyzed and hotlists created  ~Utilize AERIES data to query student demographics  ~Student performance on CAHSEE revolution programs and one-on-one work with teachers and tutors will determine student progress  ~In-class formative and summative assessments in English classes  ~District Common Assessment data in English  ~District Writing Assessment scores  ~Data analysis by School Site Council/ELAC, department members, PLTs, and AHS staff  ~English and special education teachers trained to support EL and SWD and evidence of implementation of interventions</p>	<p><b>Group data to be collected to measure academic gains:</b>  ~CAHSEE Revolution online data  ~Scaled scores for most recent test administration  ~District Common Assessment data  ~District Writing Assessment data  ~Final grades in English courses  ~pre-and post reading assessments data  ~disaggregate subgroups: special education, English Language Learners, low SES</p>

<b>Actions to be Taken to Reach this Goal Consider all appropriate dimensions (eg. Teaching and Learning, Staffing and PD)</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
~Strategic scheduling of juniors and seniors into a CAHSEE prep course before the November CAHSEE test	August 2011			
~Create HOTLISTS in English dept. of students who need to pass CAHSEE	September/Oct 2011 December 2011 March 2012			
~Offer a CAHSEE prep course (GP1) for juniors and seniors who have not passed ELA test	August 2011	CAHSEE prep workbooks	0	
~Hire 3 part-time AVID/academic tutors to assist students with CAHSEE prep in English—one tutor is bilingual Spanish speaker	August 2011	Hourly wages for tutors	Approx. 16 hrs/week each @ \$10.00/hr.	Title I
~Special ed. classes include weekly CAHSEE Revolution online prep	August 2011	CAHSEE Revolution licenses		CAHSEE
~Purchase 3 mini HP Notebook computers for student use for CAHSEE review when they have class suspensions in office (+ warranties)	Sept. 2011	3 mini computers w/ locks warranties	\$2,205.41 \$ 294.00	Curr. & Inst. AHS Tech
~Utilize CAHSEE Standards Review and Practice Math--65 copies	August 2011—ongoing	CAHSEE prep workbooks		
~Provide CAHSEE prep sessions (6) for students during lunch	October 2011 February 2012 March 2012	Hourly wages for tutors Snacks for students	\$10.00/hr	Title I
~Pull-out seniors who did not pass Nov. CAHSEE ELA test to work one-on-one with academic tutors	October 2011	Hourly wages for tutors	\$10.00/hr	Title I
~Utilize CAHSEE released test questions and analyze results for most frequently missed questions	September 2011- March 2012	Data analysis by English teachers and tutors		
~Modify master schedule GP1 to add one more CAHSEE course due to high numbers	August 2011			
~Review CAHSEE release questions in English 10	January/February			

classes	2012			
~Schedule all 10 <sup>th</sup> and 11 <sup>th</sup> grade students into appropriate English course for STAR testing	August 2011 and every GP			
~Schoolwide effort to motivate student buy-in for taking the STAR tests seriously and trying their best * Students scoring Proficient on STAR (last spring) receive 1 credit for English, score of Advanced receives 2 credits in English * Students who “bump” up one level from Far Below Basic to Basic receive a “Purple Pass”—off campus lunch pass	October 2011  October 2011			
~Continue use of adopted standards-based Holt textbooks	August 2011—ongoing			
~purchase Holt English teacher resources, instructional materials, interactive readers, audio CD libraries	August 2011	Teacher resources, inst. materials, interactive readers, audio libraries	\$7,740.00	PI funds
~Review test-taking strategies with students in all classes	Ongoing			
~English teachers identify state and common core standards-based Essential Learnings & unit targets for English courses during weekly collaboration in their PLT’s	Year long			
~2 English teachers restructured English scope and sequence, aligning with new common core standards for 9 week courses over the summer	Summer 2011	Standards based unit and lesson plans	Approx. \$3,000.00	Curriculum & Instruction
~Utilize released STAR test questions in class for students to practice throughout spring. Use data to find what areas students are struggling with.	January 2012—April 2012			
~Offer specific instruction, including sample release questions from previous years and test-taking strategies for every student taking the	Year-long			

STAR/CST tests in the spring in every core subject where students will be tested				
~non-core teachers provide test-taking strategies to students	Year-long			
~English teachers participate in a PLT, coordinating courses, analyzing data, aligning with state standards, common core standards, and considering interventions for students	Ongoing			
~online blended learning credit recovery course offered for students who failed the course	August 2011—ongoing	<i>Aventa</i> licenses ACCELERATE licenses	\$2,250.00 \$2,000.00	Curriculum & Inst.
~District Common Assessment representatives analyze data on site D & F rate	Bi-annually			
~Departments PLT's and individual teachers analyze their D/F rate and develop interventions to assist students in passing classes while mastering the content	Bi-annually and at PLT meetings			
~develop timeline for instructing and testing the District Writing Assessment: literary analysis and expository essays	August 2011-year long			
~Administer Gates-MacGinitie Reading Test (GMRT) to determine student progress	Beginning of GP 4	GMRT tests and scantrons	\$20.00	Curriculum & Instruction
~English teachers administer sections of the district developed common summative assessments that correspond to the curriculum in each grading period and analyze results	ongoing			
~Prepare for year-long self review of ELL program	October 2011-May 2012	Staff meetings, ELLT, Site Council/ELAC, DELAC		

~Add ELD class to master schedule	October 2011			
~hire part-time bilingual Learning Support Specialist to work with EL students and families re: social/behavioral and academic issues	October 2011	Position add-on .4 FTE	\$12,466.00	Title I funds
~provide release period for EL Specialist to monitor and mentor current EL students in all classes and students who have been reclassified within the past 2 years	October 2011	Position add-on .143 FTE	\$13,860.00	EIA funds
~Adopted and purchased Kate Kinsella's 3D curriculum as a pilot for the ELD class	January 2012	Purchase of 24 textbooks	\$1,630.00	IMFRP
~1 teacher and 2 administrators members of English Language Leadership Team (ELLT)	Monthly meetings district-wide	Agendas and minutes		
~2 teachers, 1 administrator and 2 staff members involved in monthly English Learner Advisory Committee (ELAC)	Monthly meetings	Agendas and minutes		
~1 teachers, and 1 staff member involved in monthly District English Learner Advisory Committee (DELAC)	Monthly meetings	Agendas and minutes		
~1 teacher completes CLAD coursework and submits portfolio	December 2011	portfolio		
~Purchase of Longman's Dictionaries.....	March 2012	Purchase dictionaries	<u>TBD</u>	EIA
~Purchase a video camera for videotaping ELD students	March 2012	Purchase video camera	<u>\$200.00</u>	EIA
~Purchase audio recorder for ELD class	March 2012	Purchase audio recorder	<u>TBD</u>	EIA
~Purchase Silent Sustained Reading books for English and ELD students	March 2012	Purchase books	<u>\$124.00</u>	Library funds
~CELDT test all students who list home language as other than English	September, then as needed			
~EL specialist/ELD teacher updates staff on new enrollments and CELDT testing	October 2011	Staff meetings		
~Preview texts for ELD class for adoption 2012-13	March 2012			

~Assign Students with Disabilities (SWD) to appropriate English classes	Aug. 2011-ongoing	Scheduling completed by special education		
~Hire part-time CLAD certified special education teacher for direct reading instruction with 10 <sup>th</sup> and 11 <sup>th</sup> grade SWDs	August 2011	.17 FTE (fall) .17 FTE (spring)	\$12,000.00	Special Education-SELPA
~SWD will receive English support in an additional Academic Lab C class using standards-based texts, and research-based ancillary materials (Read to Achieve)	August 2011-ongoing			
~Spec. Ed. staff intervenes when students perform poorly in English classes—weekly Friday SST meetings with admin and spec. ed. Site staff	August 2011—ongoing			
~General education and special education teachers share strategies and resources to improve student achievement: special ed. Designation in AERIES, 504 vs. IEP, Intervention screen	October 2011	Staff meetings		
~Teachers, counselors, and administrators will develop and check Hotlists and review instructional and assessment data to identify students in need of intensive intervention	August 2011-ongoing	Hotlists developed		
~Weekly SERVE meetings for students' whose behavior is negatively impacting their academic success	August 2011-ongoing	Evidence gathering from all teachers re: SERVE students		
~Teachers, counselors and case managers will communicate regularly with each other and with parents of students needing strategic and intensive interventions and support to share progress and explain “Lunch & Learn” and tutoring options with Academic AVID tutors	August 2011-ongoing			
~Use of <i>Homelink</i> to inform parents and students of student progress, missing assignments and	Year long			

grades				
~Use of <i>SchoolMessenger</i> to contact parents about upcoming testing windows, progress reports and grades	Year long			
~hire part-time intervention counselor to create hotlists and counsel students in academics	October 2011	Position add-on	.40 FTE \$28,000.00	Categorical-7080
~Direct vocabulary instruction in all core classes	August 2011-year long			
~instituted use of Elmo projection unit for writing instruction in an English teacher's classroom	August 2011			
~2 teachers trained in Kate Kinsella's "Academic Discourse Development to Accelerate English Learner Achievement"	January 2012	Registration Mileage subs	\$200.00 \$200.00	Title II Title II
~Both administrators participated in SWD orientation and training to lead and support implementation of sped. programs	August 2011	Agendas and minutes		
~3 teachers, 1 administrator to DuFour PLC Training in Seattle	August 2011	Registration Hotel Mileage meals	\$2,026.00 each = \$8,806.00	PI funding
~1 teacher attends DuFour training at PCOE	Oct. 2011	Registration Mileage subs	\$100.00 \$15.00 \$100.00	Title II
~Principal attended Principal's Partnership in Arizona during summer—focused on building schools for success	July 2011	Registration, hotel & meals	\$450.00	Union Pacific Railroad Grant
~Assist. Principal attended AB 430 Administrative training in Holt English curriculum through SCOE (2 day)	December 2011			State grant AB430
~2 teachers and principal trained in Mike Mattos "Building Schools Where ALL Students Succeed" Response to Intervention	Feb. 2012	Substitutes	2 @ \$100.00	Title II

~Training provided to all staff on how to support ELL & SWD students—materials and strategies shared by teachers who attended AVID training	October 2011	Hand-outs provided Breakfast & lunch	\$140.00	EIA
~4 teachers attend Feldman training “Improving Learning and literacy in Core Instruction”	November 2011 January 2012	Registration Subs Meals mileage	\$800.00 \$800.00 \$140.00 \$20.00	Title II Title II Title II Title II
~1 English teacher attends Laurie Olsen’s “Programs, Policies & Practices for Long Term EL’s” at PCOE (2 days)	March and April 2012	Substitute x 2 Registration Meals	\$200.00 \$125.00 \$ 10.00	Title II EIA EIA
~1 teacher attends Area 3 Writing Project "Igniting the HOTS in Student Writing" 9 <sup>th</sup> -12 <sup>th</sup> writing workshop	March 2012	mileage	\$20.00	Title II
~3 teachers and 2 administrators to attend AVID Summer Institute 2012 in Sacramento	July 2012	Registration Mileage meals	\$669.00 each  = \$3,345.00	EIA
~2 administrators and ___ teachers to attend “Best Practices for supporting English Learners in Content-area Classes” through PCOE	June 2012	Registration Lunch	TBD	Dist. EIA EIA

<p><b>School Goal #3</b>  <b>Provide services on site and in conjunction with community services/agencies to remove social/behavioral barriers that prevent student achievement while creating stronger community connection and school engagement with students and parents/guardians and a safer campus.</b></p>	
<p><b>Student Groups and grade levels to participate in this goal:</b>  ~All students enrolled</p>	<p><b>Anticipated annual performance growth for each group:</b>  Improve GPA, attendance and increase numbers of students in support groups/clubs. Decrease discipline referrals and suspensions.</p>
<p><b>Means of evaluating progress toward this goal:</b>  ~ AERIES data to create Hotlists including EL and SWD and evidence of implementation of interventions  ~ AERIES data to query student demographics  ~ AERIES data to query student attendance  ~ AERIES data to query GPA and Grades  ~ AERIES data to query Discipline referrals and suspensions  ~ Number of students receiving individual and group counseling services  ~Number of students participating in Sports/Clubs on campus  ~Parent Outreach to create opportunity for involvement and education/support.  ~Create Partnerships with Community Members/Agencies  ~Data analysis by School Site Council/ELAC, department members, PLTs, and AHS staff</p>	<p><b>Group data to be collected to measure academic gains:</b>  ~ Hotlist info  ~Demographic breakdown  ~Attendance report  ~ Transcripts  ~Discipline data  ~BERS Pre/Post Fidelity Tool  ~Number of individual and group sessions  ~SERVE  ~Sport/Club Membership Rosters various events and outreach opportunities  ~Number of parents attending  ~Program information of Community Outreach  ~Evidence of resources, projects, field trips, group activities, campus events  ~Surveys (graduating seniors, bullying, parent satisfaction, etc.)</p>

<b>Actions to be Taken to Reach this Goal Consider all appropriate dimensions (eg. Teaching and Learning, Staffing and PD)</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
~Create Student Hotlists focusing on grades, Attendance, discipline, demographics	Aug. 2011-ongoing			
~SWD will receive additional support via Workability Counseling and School Psych	August 2011-ongoing			
~Hire part-time Bilingual Learning Support Specialist to focus on EL students personal/behavioral	August 2011	.4 FTE (fall) .4 FTE (spring)	\$ 12,466	EIA
~Parent to Parent program offered for parents of high priority students district wide monthly meetings	August 2011-Ongoing			
~Bilingual AVID/academic tutor provides support to EL students	October 2011-Ongoing	18 hours per week	\$10/ hr	Title I
~2 additional AVID/academic tutors available 4 days/week to support struggling students	October 2011-Ongoing	18 hours per week each	\$10/ hr	Title I
~ELD Specialist/ELD Teacher one period a day class for all EL students with specific EL Curriculum and EL prep period	August 2011	Release Period Fall 2011 Spring 2012	\$13,860.00	Gen Fund
~General education and special education teachers share strategies and resources to improve student achievement: special ed. Designation in AERIES, 504 vs. IEP, Intervention screen	August 2011-Ongoing			
~Teachers, counselors and support staff will communicate regularly with each other, the student and parents of students in need of strategic and intensive interventions and support to share progress (SERVE)	August 2011-ongoing			
~Part time Intervention Counselor	October 2011-ongoing	.4 (fall) .4 (spring)	\$28,580.00	Gen Fund
~Social Work Counseling Interns CSUS and Intern Marriage/Family Therapist w/state Licensure	August 2011-ongoing			

providing individual, group and family counseling and interventions				
~Radios for Campus Safety	Fall 2011		\$200	Safety Fund
~Cardiac Machine Battery	Fall 2011		\$375	
~Campus Monitor Uniforms	Fall 2011		\$292	
~Stipend Safety Coordinator	Year long		\$800	
~Threat and Risk Assessment for Schools Training Asst. Principal	April 2012			
~Drug Alcohol Recognition Training and Certification-Asst Principal	Sept. 2011		\$70	Gen Fund
~Full time Youth Service Officer Roseville Police Department (4 days per week)	Ongoing	4 days per week	\$ 8,333	Safety Fund
~Roseville Police Activities League (RPAL) memberships (Crossfit, Boxing, Winter/Spring Break Activities) via YSO's O'Rourke, Nottleson, Cortes and Sgt. Walstad	March 2012- May 2012			
~Gang/Drug Educational Outreach to Parents in English and Spanish in conjunction with Roseville Police Department and Officer Eduardo Barranco	Aug. 2011- Ongoing			
~Internet Safety Educational Outreach to Parents in conjunction with Roseville Police Department Detective Brent Northrup	Feb. 2012- Ongoing			
~Crime Suppression Unit (CSU) and K9 Unit on campus to support Drug/Gang free campus	Spring 2012			
~Student Attendance Mediation (SAM) in conjunction with District Office, Roseville PD and Placer County Probation to intervene with truancy issues. Home visits as needed by Administration, Roseville PD (YSO and Patrol)	Ongoing			
~Clothes Shopping for homeless students with Roseville Police Department YSO Jed O'Rourke and Officer Jeremy Screeton	CSU Ongoing			
~ Basketball Team (Coached by YSO Jed			\$600.00	Site PE budget

O'Rourke)				
~~Placer County Probation Officers on campus providing contact w/students on probation as well as services to families. (Wraparound, FST etc)	March 2012- May 2012			
~Bowling Team	Oct. 2012- Feb 2012			
~ Provide CAHSEE prep at lunch with tutors 1 week prior to testing.	2011-12			
~Wrap around services/Family Support Team Training	August 2011- Ongoing			
Full Circle- AOD Group Counseling on campus with Certified Drug and Alcohol Counselor (CDAC)	Ongoing			
~Positive Power, ASK Club, Interact Club, GSA, Yeaga, Leadership, Yearbook	Ongoing			
~SCIENCE: Youth Energy Summit, Landscape Architect (planting), CalFire, Roseville Urban Forest Foundation, Placer Grown, Biotech Graduate, Native Plant Society, City of Roseville Water Management and Open Space.	Ongoing			
~ SOCIAL STUDIES: City of Roseville (Guest Speaker), Placer County Outreach Program (Poll Worker Program), Vietnam War Veteran Speaker, Voter Registration, Placer County Attorney (Law Day), Mark Lund: Banker,	Ongoing			
~MATH: Financial Literacy Program, UC Berkley Field Trip	Ongoing			
~ENGLISH: Rotary Speech Contest	Within School Year			
~ART: Science Meets Art Mural Project, Butterfly Project Meadow Vista Pool, Soup Bowls, Blue Line Gallery, Watershed Art Exhibit	August 2011— ongoing			

~SPECIAL EDUCATION: Sierra College Linkage, American River College, Placer County Attorney Presentation, Golden Sierra Job Training, Workability (Job Shadowing and Job site visits).	Ongoing			
~Child and Infant Care Center: Placer County Health Department, WIC/TAPP, UC Cooperative Extension Roseville, Roseville Library, KISS (Kids Smoking Cessation Program)	Ongoing			
~School wide effort to motivate student buy-in for taking the STAR tests seriously and trying their best * Students scoring Proficient on STAR (last spring) receive 1 credit for math, score of Advanced receives 2 credits in math * Students who “bump” up one level from Far Below Basic to Basic receive a “Purple Pass”—off campus lunch pass	Ongoing			
~MECHA de Sacramento, Spanish Parent Project, Coalition for Placer Youth, Latino Leadership Council, Placer County Youth Commission, Cesar Chavez Youth Leadership Conference, Roseville Recreation Center, National Teen Leadership Program, Friday Night Live, Bikers Against Child Abuse, Mujeres Ayudando La Raza, Ballet Folklorico, United We Dance First 5, Roseville Library Diade Los Nino’s, Festival de la Familia, Buljan Health Fair, Sacramento Hispanic Chamber of Commerce.	August 2011- Ongoing			
~ Career Connection Class	August 2011- Ongoing			
~Coalition for Placer Youth Teens and Alcohol	Sept 2011			

Panel (Asst. Principal Speaker, Students Participated in Policy Discussion)				
~ POST GRAD: Sierra College, American River College, CSU Sacramento, University of Pacific Workshops, FAFSA Presentations and Workshops, Heald College, Wyotech, Brandman University, 49'er ROP	August 2011- Ongoing			
~SCHOLARSHIPS awarded <ul style="list-style-type: none"> <li>• Roseville Rotary</li> <li>• Granite Bay Rotary</li> <li>• Soroptomist International Thelma Zerbe Memorial</li> <li>• Roseville Host Lions Club</li> <li>• Roseville Emblem Club</li> <li>• Kiwanis Club</li> <li>• JRL Memorial</li> <li>• Fred Cummins/Joe Duarte Optimist Club</li> <li>• Adelante Staff</li> <li>• RJUHSD Administration</li> <li>• Bob Howe Memorial</li> <li>• R.W. Finley</li> </ul>	May 2012			
~Career Fair	Spring 2012	Instructional materials	\$600.00	GATE
~School Award Assemblies	Ongoing	certificates	\$40.00	Gen Secondary
~Back to School Nights	Fall 2011	Refreshments	\$40.00	
~Graduating Senior Night	Spring 2012	Refreshments	\$40.00	
~Online Credit Recovery Aventa and Accelerate	Ongoing	Online licenses	\$4,500.00	Curr & Inst.
~Online Credit Recovery Coordinator	Ongoing		\$900.00 Stipend	Gen

				Secondary
~CAHSEE REVOLUTION online program	Fall 2011	60 new licenses	\$20.00 each = \$1,200.00	CAHSEE remediation

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation for 2011-12	Carry-over from past
X	Economic Impact Aid/ English Learner Program (EIA/ELP) <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$34,187.00	
	List and Describe Other State or Local funds:		
	Arts, Music & PE equipment (RE6761)-----	0	\$ 3,475
	Professional Development (RE7393)-----	0	0
	Instr. Materials, Library, Ed. Tech (RE7398)-----	0	\$ 166
X	Discretionary Block Grant (RE7396)-----	0	\$ 1,894
	Arts and Music (RE6760)-----	0	\$ 9,378
	IMFRP (RE7156)-----	\$13,969	0
	Library Improvement (RE7395)	0	\$ 294
	GATE (Gifted & Talented)	\$1,000	0
	CAHSEE Remediation (RE 7055)	\$1,400	
Total amount of state categorical funds allocated to this school		<b>16,369</b>	<b>15,207</b>
<b>Total state categorical funds available 2011-2012</b>		<b>31,576</b>	

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	<b>Title I, Part A:</b> Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$4,500
X	<b>Title I (supplement from categorical funding [Feb. 2012])</b>	\$14,400
X	<b>Title I, Part A: Program Improvement</b> <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	0
X	<b>Title II, Part A: Teacher &amp; Principal Training (Staff dev. and subs paid for by C &amp; I)</b>	\$21,436

<b>X Title III</b>	\$636.00
Total amount of federal categorical funds allocated to this school	<b>\$40,972</b>
Total amount of state and federal categorical funds allocated to this school	<b>\$72,548</b>

## Form D: School Site Council/ ELAC Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Assist. Principal/ Counselor	Teacher	School Staff	Parent	Secondary Student
Suzanne Laughrea	X					
Bridgette Dean		X				
Kathy McKenzie				X		
Margaret Bravo				X		
Sheri Arrington					X	
Bev Cole					X	
David Echols						X
Ashley Arrington						X
Dalia Flores						X
Yessica Chagoyan						X
Sarah Demastus						X
Brandon Abshire						X
Kris Wilson			X			
Katie Palatinus			X			
Cindy Jacobson			X			
Tom Gieck			X			
<b>Total in each category</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>6</b>

## Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee (ELAC)

Community Advisory Committee for Special Education Programs

Gifted and Talented Education (GATE) Program Advisory Committee

Other: ***Adelante High School staff: Committee of Whole (COW)*** (since this is a small school, most decisions are made by the staff at large)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:  
March 7, 2012

Attested:

Suzanne Packard Laughrea  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

March 7, 2012  
Date

David Echols  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

March 7, 2012  
Date