

*Adelante High School*  
*Chapter 3*  
*Progress Report*



## **CHAPTER 3**

### **PROGRESS REPORT**

#### **Introduction**

#### Committee Work:

The review and evaluation of the school's progress on the 2006 WASC Action Plans and the Visiting Committee's recommendations from the accreditation was completed based on the response from our "committee of the whole" and represented input from all staff members. The leadership team of Katie Palatinus, Self-Study Coordinator, Suzanne Laughrea, Principal, Bridgette Dean, Assistant Principal, Tom Gieck, Social Science Teacher, and Kathy McKenzie, Principal's Secretary Registrar collected and synthesized the results of that dialogue to complete the report and their work was approved by all staff members.

#### Process:

The entire staff reviewed the recommendations from the WASC visit in 2006 at one of the first WASC meetings in October 2010. Program changes were reviewed by the staff following the 2006-07 and 2008-09 school years for the 3<sup>rd</sup> Year Report, and again during this current "Focus on Learning" process. We feel confident that we have addressed our previous action plans. The visiting committee report validated those efforts:

"The review committee makes no additional recommendations. It is obvious that the school is serious regarding its commitment to work toward increasing the accomplishments of its students to earn their diplomas and to increase their test score results on the STAR and CAHSEE."

In preparation for the future, a teacher, Katie Palatinus, and the principal, Suzanne Laughrea, were trained in the WASC FOCUS ON LEARNING format and participated in county training related to analysis of data. We have familiarized and involved the entire staff with the self-study format in order to complete the analysis of our progress and needs for the future. We also included district office administration, board members, parents, students, and other stakeholders in several of our meetings and discussion groups.



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### **PROGRESS REPORT**

#### **Summary of the Major Changes to the School**

The significant changes in our school and district reflect the unending commitment to processes that respond to federal and state level assessment results, which are intended to better serve the needs of our students and community. Our past and present efforts address the framework of the No Child Left Behind Act, school accountability and integration of the content standards for all students. The school and district believe in these concepts and the guarantee of a quality education for all of our students. We support quality assessments, disaggregation of data that focuses attention on students who need additional help, and qualified teachers teach students and that Instructional Aids (Paraprofessionals) be qualified to assist in the classroom.

Changes in the administration, teaching and support staff, since the last full accreditation have been vast. Every department has been affected. The impact on services and programs offered to students is noted with each change in staffing.

#### Administration:

- In 2006 our Assistant Principal, Steve Williams, was promoted to a position at the District Office. Mr. Williams had been at Adelante for 14 years. His position was filled in 2006-07 by Kathie Sanchez. Ms. Sanchez was with us for 2 years.
  
- In 2009 our Principal, Gary Litke, retired after being with Adelante for 27 years and acting principal for 20 years. Rick Matteoli was assigned by the district administration to Adelante High School for the 2009-10 school year from another administrative position within our district. The Assistant Principal position was eliminated from our budget for the start of that same year. Teachers and staff collaborated in writing a letter to the district expressing deep concerns of not only a new principal with limited experience in the alternative education realm, but in addition to that a reduction of personnel at the administrative level, as well as a rumor that had our counselor splitting her time between our site and another. We requested the district reconsider the administrative and support staffing they were originally offering Adelante for the start of the 2009-10 school year. At graduation in June of 2009 we learned that the district had considered our request and assigned Suzanne Laughrea, who had been one of the district and county's BTSA and staff development coordinators, to a part time Assistant Principal position at Adelante. The district also made the decision to keep the counseling position full time at our site.
  
- In 2010 Principal, Rick Matteoli, took a temporary leave of absence with six weeks of school left. He was transferred to another high school in our district for the 2010-2011 school year. The principal position was open for applications. A team of teachers and our counselor, Bridgette Dean were part of the interview panel. Through the interview and hiring process, Suzanne Laughrea was selected as principal for Adelante High School. Bridgette Dean was promoted to the position of Assistant Principal/Counselor (50% each). In the fall of 2011, Debbie Landis was hired as a Counselor two days per week.



### Teaching Staff:

- **Autoshop Facility:**  
Instructor Bill Kehoe, retired after 32 years of service at Adelante High School. Not only did we lose the experience of a dedicated Math and shop teacher, and the consistency of filling the FTI position that Bill vacated, but we also lost the ability to offer the best auto shop experience in the county to our students. The shop was closed until the spring semester of 2007-08. In the fall of 2007 we were able to partner with the Placer County 49er ROP program and replace the shop with a masonry program. The instructor, Ted McTighe, was paid through Placer County funds; however he participated fully in faculty and staff activities and duties on site. The funding for that program lasted 1 ½ years. The shop closed at the end of the 2008-09 school year and remains closed.
- **Social Studies:**  
This department has two new teachers since the last accreditation; Tom Gieck and Heather McQueen. One of the positions was due to the retirement of another 32 year veteran teacher, Sherie Labedis. The other position opened when the teacher moved from the area.
- **English:**  
Jan Zabkie retired in 2008. Jan was another veteran teacher of over 30 years that had been with Adelante the past two decades. Kris Wilson joined the Adelante Staff, coming from Roseville High School, one of our district feeder schools.
- **Math/Science:**  
With the retirement of Bill Kehoe, the administration and staff (and the 2006 self study) recommended that the FTE should be replaced with a math/science teacher. We had no idea how difficult it was going to be to find such a person. Therefore, both math support and science support has been in flux for several years. Due to the lack of applications for such a position the district supported our need by asking teachers from other sites to work part time at their site and at Adelante for the 2006-07 spring semester. A teacher from Roseville High School taught 2 periods of Algebra that spring. Cathie Raines, from Independence High, taught 3 periods of Biology. The following year another attempt was made to find a Math/Science teacher. Carmen Bowen was hired to teach Physical Science (Earth Science) and support the math department for the spring semester. Funding for that position was temporary and the contract was only 1 semester. In 2009-10, efforts refocused on the math only support, due to assessment score analysis and remediation demands. Stacey Ford was hired in the fall as a temporary full time math teacher and she worked through the spring of 2010. Temporary funding was again reallocated for the position in the fall so Joe Finnigan was hired as a math teacher and began in October of 2010. Stacey was hired for a full time position at one of the comprehensive high schools in our district that fall, otherwise she would have been considered for the position that Joe filled. In the summer of 2011 Stacey received a Biology teaching credential and applied for the math/science position that Adelante now was offering as a full time, permanent position. Stacey currently teaches 5-6 periods of math and 1-2 periods of Life Science.



- **Art:**  
Fred Fischer, another one of the 30+ year teaching staff, retired with Jan Zabkie in 2008. He was often voted “Favorite Teacher” by the students. We were fortunate to hire an accomplished artist and excellent art teacher, Annie Robinson, to fill those shoes.
- **Special Education:**  
This department was impacted by the medical leave of our RSP teacher, Nancy Kehoe, beginning in 2007. For two years a long term substitute fulfilled the duties of the position. John Summerfield was assigned as Nancy’s permanent replacement in 2009. Due to medical issues another short term substitute supported the special needs of our students until John was able to be with us full time during the 2010-2011 and current school year.

#### Support Staff:

- **Computer Lab Technician:**  
Lisa Lashley retired in 2006. Jeff Mesenbrink (a former AHS student) was hired to fill the position. In the spring of 2011 funding for the computer lab technician position was terminated and the position was no longer part of our staffing for the start of the 2011-12 school year.
- **Instructional Aide:**  
Title 1 funding supported an Instructional Aide position in Dee Olson’s computer based English classes until the funds were allocated to other needs in the spring of 2010. Dana Happ retired in 2007; Judee Mendoza transferred from a special education position at one of the comprehensive schools to replace Dana, and then retired in 2009. Two other aides worked for part of 2009-10 school year before funding was no longer budgeted for that purpose.
- **Library:**  
In the spring of 2011 a termination notice was given to Sarah Carstens, the administrative assistant who managed the library for 8 years. The library was converted to a computer lab to replace one of the labs that had been housed in an old portable building which was demolished during the summer of 2011. This was another loss of staff personnel and services provided by them.
- **School Resource Officer:**  
Carlos Cortes was assigned to AHS in the fall of 2010. Ryan Nottleson took over as SRO in the spring of 2010, and Jed O’Rourke was assigned to AHS at the beginning of the 2011 school year. In September we were notified that he would be able to be at AHS Tuesday - Friday. Jed is our 4<sup>th</sup> SRO since the last full visit.
- **Academic Tutors:**  
In the spring of 2011 Adelante High School was offered the opportunity to join Roseville High School for an AVID training workshop during the summer. Three teachers were



funded to attend the training. In addition AVID funds were allocated to Adelante for two AVID academic tutors. They work primarily in the CAHSEE prep classes, Special Education, Mathematics and English classes. In conjunction with Placer County Office of Education, tutors are also available for homeless and foster youth to aid them with academic support across the curriculum.

### Campus Renovation:

Adelante received funding for a major renovation and upgrade of facilities just before our last full visit. Construction of 7 new classrooms and an administration building began in the spring of 2006. The plan also called for a gymnasium/ multi-purpose building, permanent library, and new science/technology building. The new science building opened in January of 2009. The other buildings were not funded due to budget reallocations in the district. Planning and facility use is ongoing. Renovation plans for the art building have been expected to start several times since 2010 and are currently on a wait list.

### Technology:

Technology upgrades have improved the capability of technology integration in all classrooms and for support services. The computers in both our Writing Application class and in our new labs were upgraded with funding from the multiuse agreement with the district's Adult Education program. One math teacher and one English teacher have been trained on and use SmartBoards. Two other SmartBoards were just installed in the science and science/math classrooms during winter break of 2011. Teachers have projectors or access to them and utilize technology in their classrooms regularly in their teaching strategies. As mentioned above an old portable building that housed one of the computer labs has been demolished and upgraded computers are now being used in the old library facility, now Room 17.

The district wide student data management system, Aeries, is in constant upgrade offering more accountability and easy access of student records for students, parents, and school personnel. Students and parents can obtain information related to attendance, school schedule and current class grades/ assignments from any computer with internet access. It is through the School Messenger phone system that we now send messages home. We also have used it as a vehicle for a parent survey. Teachers' requests for a way to better and more efficiently use some particular student data are often integrated into the system. The district's technology team works closely with the faculty and staffs at all the school sites. The support from the technology team makes for a meaningful partnership and useful management of data. We have a technician assigned to us. We can contact technology resources, either by phone or by email and generally get a response to our requests immediately, or within a few hours. During the spring of 2011, one of our students, Clayne Curtis, was trained and hired by the district as a lab tech assistant. He also worked over the summer 2011 moving and installing computers to the new location. We hope to have another student trained this year for the student lab tech assistant position.



### Academic Changes:

During the course of the last six years, there continue to be major changes to education that have impacted the structure of Adelante.

- Our district has added the Algebra, Geometry, and the CAHSEE, requirement for all graduates.
- In 2008 the board passed an increase in the credits that students need to graduate from the Roseville District from 220 to 260.
- In 2009 a decrease in the number of credits that Adelante High School students need to graduate was adopted, back down to 220.
- State content standards in all courses and the demands to meet the rising accountability measures for API and NCLB mean that our students are held to a much higher standard than ever before.
- We continue to realign course sequences and structure in English, Mathematics, Science and Social Studies to attempt to meet these demands and the recommendations of our previous WASC accreditation. “Content Standard” aligned textbooks are regularly used in all of the CORE classes.
- Meeting the accountability standards requires that assessments are designed to ensure students are meeting these standards and that students do not complete credit requirements until they do.
- We utilize the district common assessments as one of our tools to determine student success in meeting standards. If a student does not meet mastery on a final assessment, that student receives additional instruction or more time prior to retaking the assessment, in an effort to reach mastery. The challenge of measuring “learning” using grade level curriculum and assessments for students whose knowledge and skill levels are repeatedly assessed at below or far below basic is always a challenge.

### Career and Technical Education:

Realignments of our courses and sequence came at a price. We were forced to reduce our CTE department when our auto shop teacher retired in order to hire a math/science teacher. Elective and other CTE courses have not been offered due to the increased need of math and science classes, intervention classes, credit recovery classes and, in general, a focus on only the core content academic subjects.

### Intervention for Remediation:

- Credit recovery courses in all the core content. These courses can be taught as an independent study within the classroom or some are taught through a blended learning/online credit recovery.
- Courses offered through Blackboard, our district designed courses, AHS teacher designed courses, blended learning, Aventa and ACCELERATE (pilot program). Students are required to attend class daily in the computer lab for the online instruction with support from a classroom teacher and online mentor.
- We offer online support for the algebra student through MyMathLab.



- A “Lunch and Learn” program offered by many of our teachers. The classrooms are open during lunch on Tuesdays through Fridays to provide tutoring, homework assistance, and additional time to finish or take assessments. Students are targeted for “Lunch and Learn” by individual teachers if they are “at risk” of failing a class.
- In the spring of 2011 we implemented an On Campus Suspension program to house students with certain disciplinary concerns. Some students were referred to the OCS if they failed to attend the Lunch and Learn sessions. They were offered the opportunity to use the time in OCS to attempt to keep up with class assignments. The program was suspended in the fall of 2011 due to some district constraints.

#### General Education Development Test (GED):

We 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 Education Development test (GED) or the California High school Proficiency Exam (CHSPE) represents a positive academic outcome that provides students with the opportunity to continue their education, join the work force, or enlist in the armed services. We offered a course designed to prepare our older students to pass the GED up until 2011. The districts’ Adult Education program now oversees the classes and testing for the GED candidates, which takes place on our campus late in the afternoon.

#### Community Involvement:

Efforts to broaden our parent/community involvement programs are continuous. They include a YEAGA program, Ballet Folklorico dance program, evening presentations for Spanish speaking parents in the district regarding drug and gang issues, a Careers Class with community business people speaking to the students, a partnership of 11 years with the Roseville Chamber of Commerce Leadership Class to sponsor an annual Career Fair and career workshops, 49er ROP liaison to work with students every other Tuesday, the Roseville Urban Forest Foundation, City of Roseville, Roseville Electric and the Roseville Rotary Club which sponsors our AHS Interact Club. Students participate and volunteer with nonprofit agencies in activities such as fundraisers, the making of soup bowls, the planting of mitigation plantings, and cleaning up the creek. In the fall of 2011, several teachers trained in AVID strategies helped to organize and support a new student club, “ASK”, Adelante Success Klub, which hopes to support community services projects as well.

#### Resource Specialist Program:

NCLB requirements for all teachers have been met. Our RSP program is a tutorial/support program, however, it is undergoing changes to the services the instructors are to provide to the students and for the school. The special Education teacher and paraprofessional currently work with the student to meet the same requirements as all other students, but can modify or adapt assignments/assessments to meet the needs of the students. Special Education students have the opportunity to earn a Certificate of Completion from the district if they have earned the credits required by the district.



### School Calendar:

Adelante High School has been using a modified school calendar since 1995. Up until 2009 the staff had been able to utilize a minimum day schedule on Fridays to collaborate, meet with a PLT, work on WASC action plans, etc. Due to the budget concerns in 2009 there was no allocation of funds to bus Adelante students home on those minimum days. Teacher and staff collaboration time was sacrificed, which put at risk the progress made over the years to ensure continuous improvement in developing the best program for our students. This all occurred during a change in administration when the school would have benefited from more, not less time allocated to communication and collaboration. In the fall of 2010 Adelante limited funding was approved for AHS to join other district school collaboration day schedules on Mondays. The district allowed for a minimum day schedule because other students were already being transported home at an earlier time and the cost had a lower impact on the district budget. This helped to re-establish a much needed opportunity, including a shorter school day for students. This allowed our staff more time to be able to collaborate once again, especially with the WASC accreditation process about to begin.

### Communication Systems:

The district and Adelante High school reduced the use of U.S. mail and now utilize e-mail and School Messenger, a telephone communication system, for timely communication. The RJUHSD will continue to expand School Messenger contacts to improve parental response for the following communications: school year calendar updates, Adelante and District news bulletins, forums, and special meetings, including emergency situations, parent updates on their students' academic progress and provides ways for parents to be actively involved in their student's education. Up until 2011-12 when the grading periods were changed from 6 weeks to 9 weeks, parents were provided with grade reports every 3 weeks. Under the new calendar schedule parents receive progress reports at or near the 4<sup>th</sup> or 5<sup>th</sup> week of a grading period and again at the end of the 9 week grading period. Roseville Joint Union High School district's Homelink website is available to all parents. Parents can use Homelink to get information on their student's classroom progress. Teachers have easy access to contact information and can communicate through a phone contact or e-mail whenever a student is struggling academically or behaviorally.

### School Site Council:

Opportunities for parents to be actively involved include participation in the school Site Council, DELAC, attendance at Back to School Night, and Graduating Senior Parent night as well as scheduling conferences with teachers and administration as needed. The School Site Council is a group of parents, students, and staff who meet on a monthly basis to analyze data for Adelante High School. Parents and guardians are also invited to participate in the WASC parent group, and to help with field trip chaperoning or transportation.



## **CHAPTER 3 Progress Report Accomplishment of Each School-wide Action Plan**

### **ACTION PLAN #1 – Writing Improvement**

**Goal #1: Student writing skills will be improved through a coordinated school wide approach to “writing across the curriculum.” Students will improve their writing skills to meet the requirements of the CHSEE. Students will develop writing skills that will allow them to successfully transition to college or work.**

**Critical Academic Need #1: There is a need to improve the reading comprehension and written language skills of all students will specific focus in the areas of reading comprehension/application, vocabulary and writing across the curriculum.**

#### **Progress:**

Writing issues were the basis for staff development activities to begin the 2006-07 school year with emphasis on the following activities:

- Writing Across the Curriculum strategies, incorporation of the District Wide Writing Assessment rubric
- Writing Across the curriculum – classroom strategies
- Writing and Vocabulary Activities
- Writing Literacy
- Students are writing more often in all classes
- Student scores on the District Writing Assessments have improved
- Teachers changed structure and content of English courses to a focus on writing
- Teachers provide direct instruction on both expository and literary analysis essays
- Incentive of ½ credit in English given for “proficient” scores
- Improved writing on CAHSEE

Individual departments evaluated the trainings and developed implementation strategies that best fit their curriculum and department priorities as well as how to participate/implement in the steps outlined in our **school wide action plan**. Department and school wide progress include:

#### English:

- Use of the District Writing Assessment (DWA) rubric as standard
- Implementation of DWA processes, and teacher participation in “norming” of student papers. Non English Department teacher participation in process found to be “informative but too time consuming to continue”
- Development of a Writing A and Writing B based on DWA and CST scores and site based assessments as outlined in our writing **action plan** (2008)



**Writing A**

- DWA Scores: 1-2
- CST ELA: FBB/Below Basic
- “In House” Essay Score: Unscorable, 1 up to 2

**Writing B**

- DWA Scores: 2-4
- CST EAL: Basic – Proficient
- “In House” Score: 2 up to 3 or 4

Classes were scheduled during the same periods in order to allow for easy student transfer between levels

<u>Writing A</u>	<u>Writing B</u>
Roenspie 2008-09 and Fall 09	Wilson 2008-09 and Fall 09
Wilson Spring 09	
<ul style="list-style-type: none"> <li>• Focused intensively on paragraph construction</li> <li>• Instructed students on developing clear topic sentences</li> <li>• Worked on finding (and incorporating) appropriate evidence for student claims</li> <li>• Incorporated appropriate readings so that students could find evidence</li> <li>• Began instruction on how to include student analysis/opinion of the evidence</li> <li>• Culminated in formulaic 4-5 paragraph essay writing (autobiographical narratives, expository essays and literary analysis)</li> <li>• Moved students up at least 1 level before transferring Ex. a “1” writer would move to Writing B when s/he could consistently write a 2/2+ essay; a “2-“ writer would move to Writing B when s/he consistently wrote a 3 essay</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on different genres each grading period               <ul style="list-style-type: none"> <li>○ Expository essays</li> <li>○ Literary analysis essays</li> <li>○ Autobiographical narrative essays</li> <li>○ Persuasive essays</li> <li>○ Observational/descriptive essays</li> <li>○ Writers Workshop</li> </ul> </li> <li>• Utilized DPK charts &amp; District Rubrics</li> <li>• Included appropriate readings</li> <li>• Thematic units of study (discrimination, life challenges, beauty, etc)</li> <li>• Worked on finding appropriate evidence for student claims and quotation integration</li> <li>• Focused primarily on student analysis of evidence</li> <li>• Portfolio assessments of student growth</li> </ul>
	Roenspie Spring 09
	<ul style="list-style-type: none"> <li>• Taught multiple genres grading period 4</li> <li>• Used District Rubrics</li> <li>• Included appropriate readings</li> <li>• Focused on Expository and Lit Analysis writing for grading periods 5 &amp; 6</li> </ul>

- Addition of Journalism and Creative Writing classes 2008-09
- English Department participation in development of district-wide end of course “common assessments” to measure student progress and ensure viability of curriculum between schools



- Online submission of student essays to Sacramento State Graduate students in Education for feedback in Writing B (2008-09)
- Integration of **Sustained Silent Reading** (SSR) in Literature classes to foster greater exposure to writing styles and improve student reading comprehension. Increased involvement of library in acquiring books for students and making the library a good source of reading material for the students
- Developed Reading Comprehension I and II units of study
- Divided English 10,11 and 12 Common Assessments to align with both DPK charts/Reading Comprehension Units
- Administered revised Common Assessments
- Implemented thematic units of study in Literature classes (from CRWC): “Going for the Look” and “The Value of Life”
- Provide graduating seniors a portfolio of all completed Writing application and Careers Project Work
- English Language Development Class (Started Oct. 2011)
- Provide writing portfolio for each student when they complete all their English

#### Geometry:

- Quick writes
- Students compile individual class Geometry texts
  - First they collectively write a group draft
  - Next they each compile an individual final draft

#### U.S. History:

- Students write in complete sentences for warm ups
- Students complete vocabulary graphic organizers
- Students utilize paragraph graphic organizers for each quiz

#### Government/Economics:

- Students write in complete sentences for warm ups
- Students complete paragraph graphic organizers for each quiz

#### Social Sciences:

- Increased direct instruction of academic vocabulary
- Complete sentences are required for student work
- Incorporated more paragraph and essay writing into all courses
- Use of SSR in classes
- Short responses and expository writing are used
- Academic vocabulary development strategies are used
- Students write (short answer, complete sentences) for their assessments



### Ceramics and Drawing (all levels):

- Students participate in class readings of texts (“popcorn”)
- Handouts have written instructions
- Increased checks for understanding of texts and assignments
- Increased academic vocabulary infused into units of study
- More graphs and visuals are now part of the assessments
- Students answer questions using short answers that incorporate the required academic vocabulary

### Life, Environmental and Physical Science:

- Flashcards created for key terms/academic vocabulary
- Incorporation of review games/assessments like “Jeopardy”
- “If. . .Then. . .” style reports in Environmental Science classes
- Requires short answers on assessments
- Utilizes “Word Walls” in classroom – lists of academic terms
- Includes the use of works – science articles, websites, etc. . . .
- Students complete a number writing assignments:
  - Picture writing
  - Summarizing graphs and tables
  - Short answer assessments
  - Letters
  - Lab results
  - Short reports on academic subjects

### Parenting/Day Care:

- Vocabulary development techniques used
- Students write index cards summaries of field trip experiences
- Students take notes during videos
- Student assistants write up observation notes
- Students read a variety of parenting books and articles

### YEAGA:

- Note-taking
- Writing scripts for presentations
- Creating power points for presentations
- Writing thank you notes
- Research and reporting for presentations

### Action Plan areas still to be addressed/Continuing Needs/ Next steps

The district English teachers have only recently completed the “common assessments” for English 9 and English 10. Given that our students do not “finish” an English course in the same time frame or manner that students in the comprehensive high schools do, our strategy for implementation of the “end of course” assessments needs to be refined and student performance



on the exams analyzed to insure our content alignment. Additionally the performance of our students should be compared to district results in order to identify areas of weakness and/or instructional priorities. Support for the English Language Learners includes an English Language Development Class. Writing across the curriculum, vocabulary literacy and enrichment opportunities are targeted areas for the future. Concern about CST and CAHSEE ELA scores requires efforts to focus on instruction directly related to grade level content standards and assessments.

### **ACTION PLAN: Math**

#### **ACTION PLAN #2 – Math Services and Instruction**

#### **Goal #2: Continue to examine the delivery of the district math requirements related to CAHSEE, Pre-Algebra, Algebra and Geometry**

**Critical Academic Need #2: There is a need to improve student understanding and application of basic mathematics principals in order to meet the expectations of the CAHSEE and enable success in Algebra and Geometry.**

#### **Progress:**

The Math department has worked consistently over the last six years to address the needs of the students and the curriculum challenges presented by algebra, geometry and CAHSEE. The department has modified or improved existing placement structures to help promote student learning and achievement in higher levels of math, while at the same time supporting remediation, student learning styles/pace and CAHSEE instruction. Those structures include:

- CAHSEE support classes for students in the grading period prior to the administration of the exam
- Intensive/targeted remediation class specifically for any 12<sup>th</sup> grade student still needing to pass the exam
- Use of online resources for CAHSEE support at home and in class

The school administration and the math PLT have used enrollment data to analyze student needs related to Algebra, Geometry completion and passing the CAHSEE. Some of our comprehensive high schools still offer “pre-algebra” courses. Students who struggle in Algebra have been placed either in a math “shadow” program (Math lab) along with the Algebra class or have been assigned to an Algebra A/B track that progresses at a slower pace. The shadow class and Algebra A have been only for elective credit. While the district “F” rate in Algebra 1 is approximately 20%, the percentage of our current juniors who transferred in still needing Algebra is 80%. Thus, passing algebra in a timely fashion and then moving on to Geometry is a primary factor in completion for graduation

School wide math needs related to CAHSEE, Algebra and Geometry are identified and incorporated into the six-week or more recently nine-week grading period format. Progression through the algebra curriculum has been reviewed with attention to student learning and progress as the key components. Additional staffing in mathematics has allowed the department to implement the math lab concept for students who need extra assistance. All staff development supports their mathematic goals, and end of course “common assessments” for algebra and geometry strengthen their program.



### **ACTION PLAN: Vocational Program and related Staffing Plan**

**Action Plan #3: The school will develop alternative options/educational paths for students not on a “graduation track” or for those wanting to include a vocational education specialization as part of the elective requirements. The school will develop a staffing plan that meets the demands for additional vocational course offerings and supports the increased graduation requirements of the district.**

**Rationale: Data shows that the majority of students enter Adelante almost one year behind in credits. In addition to the required academic courses for graduation, the program of instruction emphasizes occupational or career orientation or a work-study schedule and intensive guidance and counseling. Supplemental programs and services may include, but not be limited to, independent study, regional occupation programs, career counseling, concurrent enrollment in community college and/or adult education, and job placement and apprenticeships.**

#### **Progress:**

District Board Policy has affected Adelante High School Student Graduation Requirements as follows:

#### Board Policy 6147:

Beginning with the class of 2009, students will complete 260 semester units in order to graduate.

Beginning with the class of 2010, students graduating from alternative high schools of Adelante, Independence or Roseville Adult School will complete 220 semester units in order to graduate. The concern of the additional credit requirements only lasted a year, but the increase in graduation requirements to 260 for Roseville high School district students went into effect beginning with the class of 2009 along with the additional district requirement of geometry in 2010. Forty elective credits were later eliminated for students graduating from Adelante High School. As a result of our students needing less elective credits, the number of elective course offerings was severely cut.

From 2006 to 2009, during the anticipated transition from the 220 to 260 district graduation credit requirement and before the reduction in credits required for AHS graduates, there was an interest in pursuing options for students who found themselves far behind in credits and at risk for not passing the additional math requirements. Adelante High School began to address and promote educational and career options for after high school. The AHS administration proposed to the district Continuous Improvement Leadership Team (CILT) the following options:

- A “Certificate of Completion” option based on vocational preparation (a sequence of approved CTE courses or industry certification)
- An “academic competency option “based on passing of CAHSEE and GED, or
- A “course completion option”; identifying specific courses that would translate to an Adult School Diploma after passing the GED

No action was taken by CILT or the district in regard to any level of diploma or certificate.



District and site efforts currently are directed toward developing more timely and efficient means of “credit recovery” in order to reduce the number of students not making adequate progress towards graduation. Credit Recovery options were piloted using “online” delivery systems during the 2008-09 district summer school program held at AHS. Since then recovery options have increased to include: Online courses built into the Master Schedule, Recovery Classes in the Core Academic areas added to targeted grading periods, and an increase in tutoring resources.

After the retirement of the auto shop teacher and a meeting with the 49er ROP director, an ROP Masonry program was approved for placement at AHS. The masonry program was sponsored by the Masonry Industry Trade Association which provided certification and job placement with local unions. The Masonry class was a popular and beneficial program for students. They completed several projects around the campus to provide seating in various areas of the campus. Funding for the program ended at the end of the 2008-09 school year.

Further efforts to address the occupational or career opportunities for our students we developed an Advisory Group comprised of several professionals that had already been involved in the Chamber Leadership Class projects and AHS staff. The group initially met during the summer of 2010 and after several planning meetings throughout the fall and spring of 2011, a pilot “Careers Class” was developed and added to the Master Schedule. California Career and Technology Education Standards were used as a guide to select “Career Sectors” as themes for class presentations. The advisory group was successful in contacting and in providing 36 different speakers who made presentations to students during two six-week grading periods. In the fall of 2011, the class was at risk due to low enrollment. After some restructuring in the English Department and a refocus to increase enrollment, the class was again offered and is undergoing “continuous improvement.” The advisory group met in October to review the progress and was encouraged to maintain the effort to offer the course under new direction and with a new name, “Career Connection” to the students.



## **ACTION PLAN –Student Services**

**Objective:** This action plan will address student behavioral, personal and school skill factors and provide opportunity to treat specific needs. (Failing the 2<sup>nd</sup> half of a grading period, “under the influence”, “above the influence”, etc.)

### **Rationale:**

**Critical Academic Need #3:** There is a need to improve the basic “school skills” of all students and to continually address the personal and behavioral factors that impede student success.

**Data from the CHKS Survey shows significant levels of at risk behavior including 45% transient rate among students, over 60% of students report recent drug/alcohol use, and 45% reporting symptoms of depression.**

### **Progress:**

The steps outlined for the Student Services Action Plan were initiated in the 2006-07 school year. An Intervention Team was established to review school procedures and opportunities to address student needs. Members of the team met biweekly to discuss options to review literature and data related to intervention services, to investigate programs within other schools and to develop proposals for discussion with the entire staff. Intervention team efforts included reviews of the following:

- Medical intervention/funding model
- Visitations to out of district programs
- Homeroom/Orientation classes
- Online instructional /counseling lessons and support
- At Risk conference attendance/presentations

The Intervention Team and administration investigated/reviewed funding sources and community resources in order to offer targeted programs and/or interventions. Through use of district categorical funding and community based programs, some of the following interventions were provided:

- Counseling support services now provide group and individual services to address the following:
  - Drug/Alcohol recovery – Categorical funding to support weekly drug screening to evaluate sobriety
  - Anger Management
  - Health Awareness/Sex Education



- School Safety and Violence Prevention funding was secured to purchase/pilot an online behavior intervention/lessons program (LEEPS) for use by teachers
- Purchase of additional CAHSEE remediation materials
- Provision of student incentives during CAHSEE and STAR testing periods
- Homeless Services/housing/counseling support
- Teenage Parenting Project (TAPP) support
- First Five Grant Parenting Services – Parent Support Group, Placer County Health Nurse, Anti-Smoking support
- PEACE for Families referral/presentations
- Foster Child Tutoring services
- Gang Intervention “Lifer” group
- AA/NA evening group open to students and families

Through analysis of student needs and in response to feedback from staff and teachers to the Intervention Team, some of the many services and program modifications have included the following:

- Homeroom – (however, with the focus on core academic concerns and lack of buy-in by the entire staff, there was a decision to eliminate Homeroom from the master schedule in 2009)
- “Girls / Boys” groups as a class and later as a lunch time meeting opportunity
- A “Legion” of students meeting as a class/club involved in school activities, after school events, peer academic assistance, new students’ affiliation, a shared interest in technology (No longer an organized group when the facilitator, Jeff Mesenbrink’s position was terminated, for the 2011-2012 school year)
- GED tutorial program, GED afterschool prep programs (GED program and prep was allocated solely to the Adult Education program in 2010-11)
- SERVE A and SERVE B: With administrative and counselor support, teachers developed processes to pair students with faculty mentors who track behavioral and academic patterns, then met with students and parents to review and evaluate intervention needs. (Staff feels the “idea” of the SERVE process has value. Due to changes in administration and counseling personnel and the monumental amount of time and paperwork required for the intent of the SERVE process to be successful, the staff has made several changes in an attempt to ensure that the SERVE process can sustain itself.) A new SERVE intervention flowchart will be implemented in January of 2012.

Some continuing programs or additions to existing opportunities for students at Adelante include the following:

- Golden Sierra Services/Counseling/Parent Project
- Probation/Diversion programs
- Roseville Police Athletic League Activities (R-PAL)
- Career Fair/Vocational Presentations/Career Workshops/Job Mentor Interview
- Roseville Library “Mom and Infant Reading program”
- Creek Week Activities



- Rotary Speech contest
- ROP/OWE counseling and services
- California State University Sacramento – Legischool projects and events
- Basketball League/ Bowling League
- Lunch and Learn
- Boys and Girls Groups

### **ACTION PLAN: Student Support Services**

**Objective:** Adelante will develop additional programs to help students make stronger ties to school and career goals.

**Rationale:** Our CHKS data shows significant levels of at risk behavior including 45% transient rate among students, over 60% of students report recent drug/alcohol use, and 45% reporting symptoms of depression. The school needs to provide additional resources to help students deal with the emotional/behavioral issues that impact their ability to be successful academically and/or in transition to career or college.

#### **Progress:**

Traditionally it has been difficult to get AHS students to be involved in clubs or activities. Leadership classes conduct campus polls to get feedback and ideas related to those activities that the student body would enjoy and participate in. Through that process, AHS has implemented or reaffirmed the activities that were identified and offered incentives relevant to student interests and needs. These included the following:

- Reward Field Trips and Activities
- Schoolwide Bar-B-Q's or Ice Cream Socials at beginning and end of school and end of grading periods/ Movie Nights
- Awards ceremony: End of each grading period  
Most Improved, Honor Roll, Attendance Awards, Outstanding Achievement Certificates and individual teacher awards
- Academic Field trips
- Senior Activities during STAR testing week
- Adelante Representative to RJUHSD School Board
- Sports – Continuation Basketball league/ Bowling League
- STAR – refreshments and minimum day schedule
- Rewards for improvement in STAR performance

There has been opportunity for student input through Leadership Classes, Activity Clubs, and Surveys to find out the types of activities and clubs students would like to have as part of their school experience. Staff continues to look for ways to motivate and reward students for success and provide support for their continued personal, social and school growth. To support and develop the concept of “mentor/transition” activities for seniors, the Roseville Chamber of Commerce Leadership Classes have provided:



- Annual Career Fairs in May (2012 will be the 12<sup>th</sup> Annual)
- Steer – A – Career: job shadowing, interview and presentation activities
- Mentor Interviews with every senior and many juniors on career/job/hobby interests
- Job/Career Workshops – Dress For Success/Teen Finances/Interviews/Resume Writing
- Internship opportunities/ Job Opportunities
- Scholarships for graduates
- Advisory Group for Career Connection Class