



Focus Group A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Criterion A1: To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

With an initial change in the principal in 2009, there was an opportunity and need to look at revising or rewriting Adelante's Vision and Mission Statements. However, even after several discussions and input from the Committee of the Whole (COW), Adelante was left without a Vision statement or a Mission statement until the fall of 2011. Staff found the challenge to create a vision and mission statement difficult due to several changes in administration and staffing during the 3-4 years from 2008-2011, a grave concern about the increasing PI status, along with unknown mandates for our site coming from district, state and federal agencies because of the PI4 status. Many were uncertain whether Adelante, as we knew it, even had a future. Community members were asking staff if it was true that the school would be closed. Once the WASC process began in 2010, a renewed effort was made to look at creating vision and mission statements. The district encouraged moving forward with the self-study. In the fall of 2011, with input from the COW, parents, students, and community support groups, a new vision and mission statement was adopted. We also developed and adopted a new set of Expected School-wide Learning Results (ESLRs). The Adelante staff is committed to the belief that the purpose of high school is to prepare a student for "what comes next", whether that is a career, the military, or further education. We believe that each student needs to establish his/her own individual educational goals and our school wide mission is to provide the opportunities, instruction and guidance to help achieve those goals. As such, our mission statement reflects our individual approach to our students and their goals for the future:

Adelante Vision Statement:

Adelante High School Students will achieve personal success in their learning and become responsible and productive citizens. Graduates will possess knowledge and skills that assure success in a variety of post graduation options.

Adelante Mission Statement:

It is the mission of Adelante High School to provide students with a safe learning environment that provides opportunities to apply acquired academic knowledge and skills, to acquire the tools to be lifelong learners, to contribute to their community, and to lead productive lives. Students are treated as individuals by a staff that strives for excellence through mutual respect and pride.



Expected School wide Learning Results:

Students will be able to:

Apply communication skills

- Read, write, speak effectively
- Collaborate with others

Demonstrate personal growth

- Act responsibly with self-respect , integrity, honesty and perseverance

Effectively use information and resources

- Acquire skills necessary to conduct inquiry and research

Learn a core body of knowledge

- Become proficient in areas outlined by state standards

Appreciate the value of diversity

- Understand and appreciate own cultures and be open to the perspectives, values and traditions of other individuals and communities

Nurture an intellectual, physical and emotional balance

- Achieve personal well-being for self and others

Think critically, creatively and independently

- Recognize complex problems and make reasoned, ethical decisions

Evaluate own learning and experience

- Assess and understand strengths and limitations in order to support learning and personal development

Our site vision and mission statements and our ESLRs are reflective of the District Mission Statement and Guiding Principles:

District Mission Statement

The RJUHSD will provide all students with a rigorous and relevant education designed to give them the opportunity to acquire, apply, and practice the knowledge, skills and behaviors needed to fulfill their adult roles and responsibilities in the twenty-first century.

The District will motivate all students to become lifelong learners who are responsible and productive citizens in a global society.



District Guiding Principles

The Roseville Joint Union High School District is committed to the following guiding principles:

- Students are the center of everything we do. Our district will change and adapt to best serve our students.
- Students will experience in school what they are likely to experience after graduation through work that requires them to solve problems and to apply learned skills and behaviors in real-life situations.
- Students will be guided and supported by valued staff members, who seek, develop, and implement successful practices and innovative ideas.
- Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, parents, staff and other stakeholders.
- Students will be provided with a safe and supportive learning environment that involves the active participation of the educational staff, students, parents, and community members.
- Students will be served through the continuous improvement of communications and working relationships with all district customers.

Our mission statement reflects our belief that Adelante can help each student achieve their individual goals, but is also cognizant of our student profile data and the reality many face when they come to our school. The individual academic and support service needs of our students are evaluated at enrollment. The California Healthy Kids Survey (CHKS 2010- 2011) data confirms that our students do need significant support personally and behaviorally, in addition to their academic needs, and they are typically behind in their educational progress.

As stated in the California Continuation Education Program Summary, “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.” Since our last self study we have found it challenging to continue to offer career and technical education opportunities. Now that the NCLB Act and its federal mandates have impacted our school site and population, our time and efforts are heavily focused on raising high stakes data points. The emphasis on improving standardized test scores and the change in graduation credit requirements have led to an increase of students enrolled primarily into core classes. Consequently, our master schedule now offers very few electives. The economic constraints within our district and from the state have also reduced opportunities for career and technical services for our students, both for general population and in Special Education.

It is our belief that the ESLRs provide students opportunities to be better prepared to meet the challenges of employment or further education. Incorporating the ESLRs across the academic curriculum, in elective class requirements, in student aid contracts, and in club or group cultures supports the vision and mission that opportunities are provided for students to become responsible and productive citizens and will contribute to their community.



Adelante High School is an integral part of the district “team” approach to educating all students and helping them achieve high standards to the best of their ability.

- Adelante staff members are part of the district Continuous Improvement and Leadership Team (CILT), which seeks to identify the educational research and data supporting what critical academic skills and behaviors are needed by graduates to meet career and workforce demands. This group is comprised of district staff, board members, parents, teachers, and administrators from all schools in the district.
- District wide Common Assessment teams have been developing assessments in the core academic areas for the past 7 years. Adelante teachers regularly attend and participate in the development and revision of the assessments.
- The district Tech Services Department has a primary technician, Matt Cox, assigned to our site. Adelante’s technology questions or concerns are first handled through the “HELP desk” contact through email or district phone, then directly with our assigned technician.
- In 2005 a “Faculty Senate” was created district wide. The purpose of this group was to have a process in place for discussion of non-union issues and the opportunity to make formal recommendations to leadership at individual school sites as well as to the district office and to the board of directors. Two Adelante High teachers have been representatives at the district level. Site level meetings have coincided with RSEA meetings.
- Teachers using technology in the classroom participate in professional development workshops. Instructional strategies, curriculum, and lesson plans are shared at these workshops.
- Site Council meets the 1st Wednesday of every month.
 - Our English Learner Advisory Committee (ELAC) also meets at this time and is composed of three representatives, one current high school student, a 2011 graduate, and our campus monitor who has been a parent and grandparent to Adelante students.
 - The District English Learner Advisory Committee (DELAC) has two site representatives and meets the 3rd Thursday of every month at varying high schools.
 - The district-wide English Learner Leadership Team (ELLT) meets the 1st Wednesday of every month. Our administrators and our site English Learner Specialist attend this meeting.
- The principal meets with the superintendent once per month as part of the Principal’s team with the comprehensive high school administrators and once per month as part of the Alternative Administrator team meeting.
- The principal is part of the District Leadership Team that meets twice per month with the superintendent, assistant superintendents, district program directors and all the principals.
- The superintendent visits the campus twice a year and invites staff to bring to the meeting questions and concerns.



Evidence:

- Student Enrollment Interview
- Student Handbook
- School Web Site
- District Web Site
- School Accountability Report Card
- Single Plan for School Achievement
- Copy of written vision and ESLR's
- Parent survey
- Principal Team
- Alternative School Admin Team
- Intervention Counselor Team
- CILT Team
- Faculty Senate

- CSEA Negotiation Team
- RSEA Leadership
- District Tech Service Department
- List of shareholders involved
- Board
- Site Council
- Career Class Advisory Group
- Common Assessment Groups
- Board Member participation
- ELLT
- ELAC
- DELAC

Criterion A2: To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

The district governing Board has long been a supporter of Adelante High School and the needs of the students within our program. As such, policies and procedures are in place to support our alternative schools and the needs of our students. Changes to the district graduation requirements, beginning with the class of 2010, required Adelante to restructure the math program to include a year of Geometry (“any math class at or above Algebra 1”) and reduce the number of elective credits needed by our graduates by 40.

Evidence:

Board Policy 6300:

It is the policy of the Board of Trustees to maintain an alternative school program that provides students (a) an opportunity to complete high school; (b) a program of individualized instruction to emphasize occupational orientation or a work study schedule; and/or, (c) a specially designed program of individualized instruction to meet the needs of students with a wide range of abilities and diversity of personal problems.

Students in an alternative education program must pass the high school exit examination in order to receive a high school diploma beginning with the class of 2004.

Board Policy 6146:

... The Governing Board--in recognition of its responsibility for the education of all youths in the district, including those who drop out of school--shall make available to all the school district youths alternative programs for meeting standards that will enable them to acquire a high school diploma.



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 II. Successful completion of the following subject matter requirements:

- A. English..... 40 units

Beginning with the class of 2009, all students, except students in our English Learner program and those with IEPs, will fulfill the 40 units of English by completing English courses that meet the UC/CSU “b” requirement.

- B. Mathematics.....20 units (for the class of 2004 through students entering the RJUHSD as part of the class of 2009, the 20 units must include successful completion of either Algebra I/Integrated I or the Algebra/Integrated 1a/1b course sequence)

Beginning with the class of 2010, all students, except students with IEPs, will fulfill the 20-unit math graduation requirement while in high school by completing math courses at or above the Algebra 1/Algebra 1B and Integrated 1/Integrated 1B levels. Students with IEPs must meet the state graduation requirement of meeting the Algebra 1 standards and must earn 20 credits of math that are agreed to in the student’s IEP.

- C. Social Science..... 30 units
 - U.S. History.....10 units
 - Government5 units
 - World Studies10 units
 - Economics5 units

- D. Science.....20 units

Beginning with the class of 2009, all students, except students with IEPs and students graduating from Adelante High School, will fulfill the 20 unit science graduation requirement by completing 10 units of life science and 10 units of physical science that meet the UC/CSU “d” or “g” requirements. Students at Adelante High School will fulfill the 20 units by completing science courses offered at the school.

- E. Physical Education.....20 units
- F. Health..... 10 units*
- G. Fine Arts or Foreign Language.....10 units

TOTAL 150 units



Evidence:

- AHS representation on all district teams: CILT, Leadership Team/Administration Teams, Technology Team
- AHS representation at district wide groups: Faculty Senate, CSEA and RSEA Negotiating Teams
- AHS representation on all district subject –area Common Assessment Teams
- AHS Counselor representation at district counselor meetings
- Provisions for adequate teacher staffing are “built in” to the district budgetary process. (Guaranteed staffing for 200 students regardless of actual enrollment.)

- Site Budget resources are provided on an “ADA” basis per school site with a higher dollar allocation per student for Adelante than allocated to the comprehensive high school sites.
- Supplements (Title I, Title III, EIA funding) are given to accommodate student need from categorical funding.
- District Assessment Plan outlines specific data driven targets for district and alternative school students.
- Single Schoolwide Action Plan
- LEA Plan
- Site Council
- ELAC
- DELAC

Criterion A3: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Adelante High School uses a variety of achievement data sources in order to make decisions regarding student placement and progress. Since our last self study the California Standards Test results have played a much more significant role in curricular and staffing decisions. Some of our ESLRs are also important tools used to identify key areas of student behavior that must be addressed in order to make academic progress (Such as “Demonstration of personal growth”).

Because student behavior is a big contributor to academic success, both areas are examined during our Student Evaluation Review (SERVE) committee. SERVE has undergone several transformations. Currently it is comprised of all teachers, staff and administrators who voluntarily meet every Monday during lunch to review student progress in these areas. Credit production is reviewed at the conclusion of each of our grading periods and interventions are planned based on staff input and individual student performance data. Students are enrolled in Recovery classes to finish work or to improve scores on assessments to earn credit. Lunch and Learn programs were implemented to allow for more time and encourage students to meet with teachers for re-teaching opportunities or extra help with difficult concepts.

Changes in the master schedule and course offerings are due to a focus on concrete learning outcomes, individual student credit needs for graduation, performance measurements,



opportunities to address ESLRs, and current budget constraints. Staff members have opportunities to participate in dialogue and provide input to help guide our efforts to improve academic performance and to concentrate on the ESLRs. Our staff meetings have been reorganized to allow for more collaboration time for the Professional Learning Teams, with a monthly Committee of the Whole (COW) meeting for an opportunity for the whole staff to engage with one another.

Most of our students come to us because they are significantly behind in most measures of academic performance. Our curricular focus is to make sure our courses are aligned to the content standards thus addressing directly a couple of the current District Goals:

- “Improve student proficiency on California Standards Tests by 10 percentage points in Algebra 1, Geometry and Algebra 2”
- “Improve by 5 percentage points the number of students who are proficient (scoring 70% or better) on the district-designed core academic common assessments.”

The CAHSEE exam guides student placement in mathematics and English courses. Students needing remediation based on CAHSEE results are placed in CAHSEE math and English support classes to coincide with the exam. Embedded in the Master Schedule for sophomores are classes in CAHSEE prep, English 10, Life Science and World Studies.

The Professional Learning Team approach gives teachers the opportunity to monitor student progress on the CSTs, the common assessments, the CAHSEE and ESLRs to make recommendations and implement intervention and remediation courses/programs that meet the academic and personal needs of our students.

There is a concern that the increases in academic support classes force a tradeoff to reduce opportunities for CTE and other elective courses. The focus is for students to complete the academic courses needed to meet graduation requirements; and with a reduced number of elective credits needed, the trend is a reduction of enrollment in shop classes and courses that develop activities for groups or individuals to explore and develop the relevant key skills required in the workplace. Many of those classes positively impacted high school retention as well as graduation rates. The Careers Connection Class has evolved as an attempt to continue to address the need for relevant curriculum that includes career education.

The Single School-wide Plan is developed in conjunction with the district goals, LEA plan and WASC self-study criteria. Each year administration shares drafts and revisions with staff and at site council. The plan is reviewed and updated and guides further program improvements along with the LEA and WASC action plans and is approved by the Board of Trustees.

Adelante High School changed schedules from six 6 week grading periods to four 9 week grading periods for the 2011/2012 school year. Research and discussion regarding pros and cons of each schedule began in the spring of 2011. Administration felt a need to more directly align with the comprehensive high schools that are on a 9-week grading system to more easily accommodate students transferring to and from the school. Also, it is time-consuming for administration to register students into new classes every six weeks and for teachers to calculate grades 12 times per year. Other alternative program schedules were looked at. Student and staff surveys were administered. Most teachers felt that the 6 week grading period had more benefits



than constraints for the type of students that attend Adelante. For example, six week grading periods have more of a flexibility to offer a larger variety of classes, there are more opportunities to make instructional adjustments to improve achievement before moving on to new content (recovery classes, repeating a course), and to give students more “fresh starts”. Teachers acknowledged the time consuming aspect of the shorter grading periods. Seventy eight students were also surveyed. See Figure A1 for the results.

Figure A1 (Student Survey – 6 Week vs. 9 Week Grading Period Spring 2011)

1. Changing classes 6 times a year contributes to my ability to learn.	
Strongly Disagree	10%
Disagree	6%
Neither Agree nor disagree	26%
Agree	15%
Strongly Agree	42%
2. Adelante High School’s six week grading periods are too short.	
Strongly Disagree	56%
Disagree	13%
Neither Agree nor disagree	19%
Agree	3%
Strongly Agree	9%
3. Nine weeks of instruction in a class would negatively affect my ability to concentrate and learn.	
Strongly Disagree	10%
Disagree	8%
Neither Agree nor disagree	21%
Agree	15%
Strongly Agree	46%

Administration made the decision to make the change in May of 2011. Teachers were compensated and rewrote curriculum over the summer to make adjustments for the instructional time difference. There is still a question as to which schedule best meets the needs of our students. One of the goals of this year is to develop a process to review the progress students make this year and evaluate the impact that the change in schedule has had on student learning.



Evidence:

- SERVE meetings
- Staff meetings
- PLT meetings
- Careers Class Advisory Group
- Course list
- CAHSEE classes
- Yeaga
- Positive Power class
- Recovery Classes
- Leadership Class
- Surveys – 6 vs. 9 Week Grading Periods

- Restructuring of Math classes
- Restructuring of English classes
- Restructuring of Science classes
- Restructuring of Social Science classes
- Career Fair/ presentations
- Career Connection Class
- Parenting Class
- Lunch and Learn
- WASC Action Plans, LEA, 2010/2011 and 2011/2012 SSP
- School Calendars

Criterion A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

The staff at Adelante High School is in compliance with No Child Left Behind regulations. All teachers are credentialed in the areas they are currently teaching or have gone through a HOUSSE I certification process. Currently all but 1 teacher has Culture and Language Development (CLAD) certificates.

Evidence:

- NCLB
- Teacher Credentials
- HOUSSE I Certification
- CLAD Certificates

Criterion A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Efforts in staff development have centered on the development and implementation of Professional Learning Teams as defined by Rick DuFour's *Learning By Doing* and *Professional Learning Communities at Work*. A majority of staff have received training in Professional Learning Team strategies and are able to apply what they have learned in our weekly Collaboration Days. Teachers have worked in district wide teams to develop standards-based targets and have developed summative common assessments that align to expected learning outcomes. Instructors that teach the same course are in the process of developing common formative assessments as well. Many of our students enter our classes with significant gaps in prerequisite knowledge and skills. It is a challenge to develop curriculum and assessments that



address these gaps and to also provide instruction that improves achievement on state and district grade level tests in a timely manner.

The individual student has long been the focus at Adelante. The staff provides many avenues for students to acquire content to process information, and to develop products. The district and AHS administration support ongoing professional development in the areas of differentiated instruction to improve student achievement, and most recently, “Response to Intervention” (RTI) to identify and help struggling learners on an individual basis.

The district is also focusing efforts at academic vocabulary building across the curriculum. AHS teachers have participated in vocabulary development workshops and are implementing strategies learned at these workshops. Four teachers attended Kevin Feldman’s Workshop: *Improving Learning and Literacy in Core Instruction: The Pivotal Role of Engagement, Academic Language, and Vocabulary in Accelerating - Literacy Development in all Content Areas, Grades K-12*. The district also funded Dr. Elfrieda H. Hiebert’s workshop: *A Focus on Vocabulary*.

A variety of funding sources have been used to provide opportunities for staff to attend many professional development workshops.

Evidence:

- DuFour Conferences – Professional Learning Communities (All Staff)
- Mike Mattos – Response to Intervention “Using RTI to Change Student Behaviors”
- Differentiated Instruction
- Kevin Feldman – Vocabulary Strategies
- Focus on Vocabulary
- The WRITE Institute
- AVID (English, Math, Social Science, Science Teachers)
- Holt-Math and English Training (Math & English teachers and both admin.)
- Expository Reading and Writing Curriculum
- Understand by Design - Wiggins
- CLAD training
- ELD training
- UC Davis – Math Instruction (Principal)
- Sacramento Area Regional Science Conferences (Assessment/Instruction)

- Biotechnology Conference
- National Social Studies Conference
- National Mathematic Conference
- Northern California At Risk Conference
- Common Assessment Teams
- Aeries- Query training
- BlackBoard Training
- SMART Board Training
- AVenta Training (1 Teacher, Principal)
- MyMathLab Training
- Sanger District Workshop
- Skills Streaming Training (Counselor)
- Bullying Prevention (Counselor)
- BERS training – Behavior Assessment
- School Web Training (Admin. Asst.)
- CALPADS training (Admin. Asst.)
- Aeries Conference (Admin. Asst.)
- SARC Training (Admin Asst.)
- Advanced Ceramic Instruction
- MAA Training (Staff)
- CASBO Conference



Criterion A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

Over the years, Adelante High School has had excellent support from the district to ensure that our facility, staff and financial resources were sufficient to meet the needs of our program and students. Recent budget reductions, strategies to improve PI level, and the focus on increasing student scores on state and district assessments has resulted in modifying facility resources and making adjustments in staffing.

Adelante High School is one of the most comprehensive continuation facilities in the state. In 2007 the renovation included 5 new regular academic classrooms, 2 new computer labs for computer software instruction, individual student or content area class lab use, and a new administration and office building. In addition, our students are supported by programs and facilities that include an Infant and Toddler Learning Center, a large art room, full woodshop, new science/lab classroom as of 2009, and a “Talk Box” counseling center. The interior landscaping and walkways of the campus were part of the renovation project. Unfortunately, modernization of the art room has been delayed several times due to reallocation of funds and budget constraints.

The district has made a strong commitment to insuring that all students have access to technology and Adelante is included in the district technology plan. All teachers have their own computer and access to a staff server for instructional storage. There are over 100 computers on campus available for student use. Our neighbor and fellow district campus, Roseville Adult School, has helped to fund many of the upgrades of the equipment in the computer labs over the past six years. We share many of the computer lab facilities and equipment with RAS and their night school students.

As with all schools in the district, our budget is based on our CBEDs enrollment number from the previous year with a specified dollar amount multiplied by this figure to create our site allocation. Our site multiplier is higher than that used for the comprehensive high schools in order to compensate for our smaller student population. In addition, the district has used a base of 200 students at a minimum to ensure that we have adequate resources during those years when we have smaller opening enrollment.

Staffing requirements are focused on addressing the demands of the content standards, the state and district graduation requirements for Algebra and Geometry, the CSTs, the CAHSEE, NCLB, and CLAD certification. Many of our prior “elective courses” that concentrated on CTE and our ESLRs have been impacted or are no longer offered on the Master Schedule.

Evidence:

- CEDs staff reports
- District/site budgets
- District/site development plans

- District/state graduation requirements
- Facility use



WASC Category A: Organization

Areas of Strength: FOCUS GROUP A

- New Vision, Mission statements
- New ESLRs
- Commitment by stakeholders
- Ongoing school improvement process
- Qualified staff participating in ongoing professional development
- District support for professional development
- Data analysis guides discussion for resource allocations
- Facilities are safe, functional, clean, well maintained

Areas of Growth: FOCUS GROUP A

- Team Building
- Develop operational practices, decision making processes and procedures for internal communication
- Develop process to evaluate 6 vs. 9 week grading period
- Increase parent involvement
- Develop fair and consistent evaluation processes



Focus Group B: Standards-based Student Learning: Curriculum

**Criterion B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?
[Through standards-based learning (i.e., what is taught and how it is taught), the expected school-wide learning results are accomplished].**

All Adelante High School students participate in a rigorous, standards-based curriculum that focuses on basic skills and vocabulary building in academic and core classes. District adopted standards based textbooks are used in all academic classes. Due to the emphasis on California State Test scores, and the school accountability to improve those scores, teachers have aligned curriculum to state standards and collaborate at site and district levels to ensure that the learning targets, assessments and instruction in the courses are preparing students for those tests. Many Adelante teachers have participated in the collaboration process to develop standard-based district wide common assessments and learning targets. The Adelante High School ESLRs are also incorporated into all standard-based curricular efforts throughout the school. Writing across the curriculum continues to take on an important role and all core area teachers support the critical academic needs in the English Language Arts curriculum.

English Department:

The curriculum has shifted from an emphasis on separate writing and literature classes to grade level English classes similar in structure and focus to the comprehensive site English classes. The district wide writing assessment is no longer used as a placement tool into Writing A and B sections. Instead students are enrolled in “grade level” English 10, 11 and 12 classes. Our English department no longer offers Journalism or Creative Writing classes since the focus is now on providing instruction directly related to both the CAHSEE and the English CST. Instead, Holt textbooks and Interactive Reading booklets are used along with teacher generated materials. All English teachers have taken professional development courses on instructional strategies for these texts. The curricular emphasis is on both literature and expository reading and writing and English 10 and two teachers rotate between Expository and Literary Analysis every grading period.

An English Language Development class has been included in the master schedule starting Grading Period 2, 2011. Students in this class receive targeted instruction in grammar, academic vocabulary and expository reading strategies. Prior to this new course, one of the English teachers taught a multi-ethnic Academic English class that focused on Latin American texts and political issues that face Latino/a students in the United States.

Seniors may enroll in the 11th grade curriculum class as a “recovery” course to earn English 11 credits. Along with sophomores and juniors, seniors also have the opportunity to take English 9/10 “on ground” credit recovery class if they need either 9th or 10th grade English credits. In addition, seniors take a Senior Careers class in which they are required to research a career of their choice and give a formal presentation to family, staff and friends using PowerPoint. These students also take a Speech and Debate English class in preparation for their final Senior Careers Presentation. In an effort to provide another option for English credits in spring of 2010, a new



Careers Class (Career Connection) for juniors and seniors was developed using the California Career Technical Education Sectors and English Standards. Under the guidance of administration, the occasional graduating senior may also be enrolled into an online English class.

Math Department

Since the last self study, Geometry has been added as a graduation requirement beginning with the class of 2010. The Math department continues to work toward addressing the needs of the students and curriculum challenges presented by Algebra and Geometry content and test scores. The department has modified student placement to help promote student learning and achievement in higher levels of math, while at the same time supporting remediation, student learning styles/pace, CST and CAHSEE preparation. CAHSEE support classes and CST preparation classes are provided for students in the grading period prior to the administration of the exams. Intensive/targeted remediation classes and tutoring are offered for any 12th grade student still needing to pass the CAHSEE. Online instruction and practice is available through district Blackboard classes; Khan Academy, Aventa, ACCELERATE and CAHSEE Revolution programs. They are offered in “recovery classes” and can also be accessed at home.

Beginning in the spring of 2012 a Financial Literacy Program, through CalCPA Education Foundation, will be embedded in a Math and Economic class as well as offered to seniors during STAR testing week. Workshop topics include: “Your Financial Plan” and “Budgeting”, “Investing” and “Good Debt, Bad Debt”, and “Insurance” and “Your Career.”

Additional staffing in mathematics has been unpredictable, thus the master schedule, department structure and instructional strategies have changed every year since 2006. Math labs and block classes in both Algebra and Geometry have been incorporated into the schedule to help assist students to progress through the curriculum. In the fall of 2011, 3 AVID tutors were hired to work individually with students in math and English classes.

Social Studies Department:

The World Studies and U.S. History teachers have worked both at the site and district level to revamp assessments and learning targets that are directly aligned with the CST blueprints and state standards. Revised district common assessments are administered at the end of each grading period. Economics and Government classes make certain that all Social Studies students are exposed to all of the state content standards. Teachers address ESLRs with curriculum and student outcomes that are aligned to the standards and CSTs blueprint content.

Science Department:

All 10th and 11th grade students needing science are enrolled in Biology and Earth Science classes respectfully, as those are the CST subject areas in which our school has chosen to assess our science students. The curriculum matches district standard-based Biology and Earth Science classes. Students are assessed using district wide common assessments as well as on site created assessments. Seniors have a variety of science credit needs. They have the options to work



toward completing their Life or Physical Science requirements in one of the Earth Science classes, a teacher guided recovery class, an online science recovery class, or an Environmental Science project class.

With the standards-based and test score accountability it seems more difficult to emphasize real-world relevance. Teachers assign projects and design activities specifically to make course content relevant to students and to address the ESLRs. There is an effort to support student learning by helping students connect learning to their own lives or to the world around them.

- The “Current Event” assignment in U.S. History requires students to develop their own opinion about an issue after they have read and discussed the liberal and conservative views of that issue.
- In the Careers Connection and the English 12 Careers Classes, students research careers using the “e Choices” online program.
- Speech classes enhance student presentation skills and self confidence; this course is designed as a prerequisite to the Careers English 12 final presentation all graduating students must give.
- Every other grading period students in core English 10 and 11 classes study controversial topics that modern societies wrestle with. During these alternating grading periods, students participate in the CSU designed Critical Reading and Writing Curriculum which bridges the gap between college expectations and high school reading and writing experiences.
- Units like “Going for the Look”, “Childhood Love lessons” and “Juvenile Justice” require students to examine contemporary issues like whether businesses can discriminate based on appearances, which parenting strategies are effective, and whether or not our juvenile court system is fair.
- All units of expository study require students to examine multiple texts and viewpoints before formulating and writing down their own opinions.
- Cornell Notes are used in social science, math, and science courses, which require students to summarize learning, to write questions about content, and to reflect on learning
- In Economics classes, Adelante students read and discuss the reasons for the Great Depression and study solutions that were or should have been used. Students then apply that knowledge to our current economic situation.
- Students who take the Environmental Science Project class learn about urban forestry, sustainability, mitigation, and assist in community planting projects and the propagation of seedlings to use in the plantings. They do a tree inventory and plan for future plantings on campus. They learn to read blueprints and planting plans developed by landscape architects.
- Biology students research genetic disorders and share personal experiences and knowledge of family and friends that have inherited genetic disorders.
- Office aides must read and sign guidelines, a contract, and keep a daily time sheet.
- Students enrolled in the parenting class learn how to increase awareness of their surroundings by verbally sharing their observations using several senses.



Cross curricular integration is difficult to find time to plan with the heavy emphasis on subject-specific collaboration time.

- The science and art department have been working on completing several assignments and projects that integrate the two. A “Science Meets Art” project involved students in a grant writing process, mosaic mural design and planning, science research and observation, and creation of items for a “watershed mosaic mural” on the wall of the new science building.
- A CALFIRE grant also funded the “Shade for Students” tree identification and ceramic tree plaques project.
- In the past, the English department has helped science students write essays needed to apply to participate in a Youth Energy Summit. English students visited and utilized the nature study area for writing assignments.

Elective credit courses use ESLRs to guide curriculum and student learning outcomes:

(* indicates not offered in 2011-2012)

- Parenting
- Psychology
- Woodshop
- Office/ Teacher Aide
- Special Education (Academic Lab D)
- Leadership
- YEAGA
- Yearbook
- Positive Power*
- Community Service*
- Ballet Folklorico *
- Japanese Studies*
- Rocket Science*
- World Religions*
- Creative Writing*
- Journalism*
- Problem Solving*

In the spring of 2010 YEAGA (Youth Empowerment and Goals Association) was included in the Master Schedule for the first time. It had previously been a program that met once a month on Saturdays. YEAGA students are involved in Latino Leadership Council meetings, the Folsom Prison Youth Diversion Program, Parent Project, Roseville Home Start, and various college preparation workshops. It has always been a challenge to provide afterschool programs for our students as transportation limits participation. The value of the student opportunities offered by the YEAGA program supported developing a class which included many of the activities previously offered only afterschool. The structure and content of the class continues to develop and is currently using Positive Power curriculum to enhance the learning opportunities.



Most of our students who choose to continue on with post secondary education, attend Sierra College or American River College.

Evidence:

- California State Standards/Frameworks
- California Career Technical Education Standards
- Course syllabus
- ESLRs
- Master Schedule
- CST scores
- Common Assessment analysis
- Grants: “Science Meets Art”, “Shade for Students”

- Sierra College meeting schedules
- Class rosters
- EL class lists/syllabus
- District Learning Targets
- Common Assessment Teams
- District Writing Assessment
- Graduation Requirements/ Student Handbook
- District wide collaboration – Content areas

Criterion B2: Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

It is the primary goal of the district to provide programs to prepare students for college and at the comprehensive schools students are enrolled by default into “A-G” UC/CSU requirements course of study. Information received from the student and parent during our “enrollment interview”, as well as transcripts and transfer information from other schools help us to establish graduation and post graduation goals. At that time the student’s yearly and long range goals are discussed and needed support services or auxiliary opportunities (Adult Ed, ROP, Online courses, Sierra College) are identified and planned. Testing information related to the CAHSEE, our District Writing Assessment and the CST scores are considered also as tools to help the student and school administration identify areas for extra support or assignment to a specific support or remediation class.

All students have access to a curriculum that will develop the skills needed to be successful after high school. Standards- based learning and instructional needs are supported by an RSP teacher for special education, vocational classes such as woodshop and writing applications, personal development courses, careers classes, career workshops (resume writing, interview techniques), a career fair, and field trips.

Senior and junior students are interviewed by an ROP representative to determine possible matches of ROP program opportunities to student interest. Information from the interviews is also used to help staff plan individualized or group interventions to assist students in achieving school to career goals. Each year the Roseville Chamber of Commerce Leadership Class members volunteer their time to discuss career and job goals with students which help plan workshop topics for the year and target certain vendors for the annual career fair.



Each school in our district has a Special Services Coordinator – a counselor who works specifically with Special Education students – and a part time Intervention Counselor, who works with students at risk of not graduating. Students at risk for not graduating are put on a “hot list” and monitored closely by administration and counselor. Real time graduation status is available to staff, students and parents on AERIES and the Homelink site. Schedules are sometimes adjusted to provide the best opportunity for success of the student.

There is a Vocational Placement Specialist for the Workability program who works to provide vocational and transitional services for Special Education students. Through this program students take vocational and interest assessments, receive self-advocacy training, begin exploring careers and learn job readiness skills. When available, students are placed at actual job sites with pay. Their hourly pay is subsidized by the Workability program through grants that our District receives.

Administration and counseling services hold informational sessions, meetings or workshops where they inform students about scholarships, college testing and application requirements and other post-secondary options available to them depending on their interest and performance levels. In an effort to continue to keep parents informed they are invited to “Senior Night” to address academic and career planning, college entrance and testing requirements, and financial aid opportunities.

Alistair Turner has been our Sierra College liaison for five years. Sierra College is the community college that most of our students enroll in. Alistair provides informational workshops, orientation tours and supplies us with catalogs and necessary information. He helps with scheduling assessment/placement tests for college for groups of students to take, which are needed to apply to Sierra College or other local junior colleges. FAFSA workshops are provided to assist students in filing for financial assistance, and are scheduled in February each year.

Field trips to several campuses or sites for career or tech education sites are scheduled throughout the year. Besides Sierra College our students also apply to American River Community College, Heald College, ITT, Beauty Academies, Culinary Institutes, Wyotech and some out of state vocational institutions. Our local armed forces recruiters visit interested students.

Evidence:

- Student handbook
- Personal Learning Plan
- Master schedule
- ROP questionnaire
- Schedule for interviews
- Report: List of interviews
- ROP Liaison
- Field trip lists

- Schedule of meetings/ agendas
- Workability information
- Assessment schedule
- FAFSA workshop dates
- Roseville Leadership Workshops
- Armed forces
- Careers Class Advisory Group



Criterion B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Adelante has institutionalized strategies to support student personal and academic growth. Our students respond well to the individualized support, counseling, and encouragement they receive from the entire staff. Teachers are dedicated to maximizing the learning potential of all students and modifying their instructional strategies to meet the needs of all learners. Using data from CST scores and grades in academic courses students are placed in appropriate support classes or study skills classes. Our staff is always evaluating the effectiveness of intervention strategies and considers alternative methods that might better support achievement for struggling learners.

Graduation rate is determined by the number of seniors enrolled on the last day of school, versus the number of seniors who graduate.

2009	197 seniors enrolled during the year 78 seniors were enrolled on the last day of school 26 graduated, or 33%
2010	183 seniors enrolled during the year 88 seniors enrolled on the last day of school 47 graduated, or 54% (2 students received certificates of completion/not counted in the graduation rate.)
2011	167 seniors enrolled during the year 111 seniors enrolled on the last day of school 60 graduated, or 54% (3 students received certificates of completion/not counted in the graduation rate.)

Efforts to improve proficiency rates on the CAHSEE include:

- Teaching strategies addressing particular objectives
- Recovery classes to review critical content
- CAHSEE ELA and Math classes
- Individualized tutoring targeted for students needing remediation.

Results for sophomores:

2009	42% passed the ELA portion of the CAHSEE 37% passed the Math portion
2010	34% passed the ELA portion of the CAHSEE 34% passed the Math portion
2011	35% passed the ELA portion of the CAHSEE 58% passed the Math portion



Special Education students are placed in Academic Support classes to help them with their general education academic classes. Our RSP teacher and para professional work closely with students and parents through the IEP process to provide targeted support for students as they progress through their required academic courses and as they prepare for the CAHSEE. Sophomores receive targeted CAHSEE preparation. Although every effort is made to support Special Education students in obtaining a high school diploma, students whose disabilities prevent them from achieving at this level are placed on a Certificate of Completion track. These students are still placed in general education classes wherever possible, but the grades and assignments may be modified as appropriate for the students' level.

Evidence:

- Graduation Requirements
- CST Scores
- CAHSEE Scores
- CAHSEE Math/English classes
- Block Math Classes
- Recovery Classes
- On line Learning – Aventa, Accelerate Blackboard, CAHSEE Revolution
- Lunch and Learn
- AVID tutors
- Seniors List

- Transcripts
- Report Cards
- Progress Reports
- Aeries
- SERVE meetings
- Recommendations for Recovery Classes
- Incomplete grades
- Academic Support Classes
- Certificate of Completion

WASC Category B: Standards-based Student Learning: Curriculum:

Areas of Strength: FOCUS GROUP B

- Standards-based curriculum in all courses
- Curriculum aligns with ESLRs
- Senior lists inform staff of individual student status regarding: Graduation requirements and CAHSEE
- Aeries provides access to personal and academic information
- Student Surveys provide information about students' interests and goals
- Exploration of career and educational goals available
- Real world applications in academic classes
- Academic support programs and process are in place
- Additional staffing in Math and Science



Areas of Growth: FOCUS GROUP B

- Develop Personal Learning Plan and use it to guide and to monitor student achievement
- Get more students to participate in academic support programs
- Review academic support programs for effectiveness
- Reinstate graduation survey
- Increase communication between teachers and administration regarding student progress, credits, graduation status, etc.



Focus Group C: Standards-based Student Learning: Instruction

Criterion C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Criterion C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Differentiated instruction and interventions contribute to the variety of learning experiences students encounter. Courses have been redefined and modified on a regular basis to ensure that the instructional program is challenging and aligned with the content and performance standards and ESLRs. Individual student achievement and behavior concerns are discussed at weekly staff meetings, SERVE meetings, and during frequent informal conversations among staff. Weekly collaboration time has been allocated for Professional Learning Teams to look at student data in order to better address challenges that students encounter in academic classes. This structure and these dialogues are all efforts to positively affect student learning experiences.

Teachers and staff work diligently to link the state standards, the content assessed on the CSTs, CAHSEEs, and our ESLRs to all modes of instruction. They have familiarized themselves with and utilized a variety of information sources to define curricular content and instructional strategies, including state curriculum frameworks, state standards, as well as locally developed content targets. Understanding and linking instruction to the new Common Core Standards has also begun. The Aeries program has given office staff the capability to access all students' current transcripts and test score results. Our graduating "Senior List" is another tool used by administration and teachers to ensure students stay on track toward graduation. Learning experiences are structured to include some student choices relative to their interest, learning styles, and teacher expectations.

Evidence:

- California State Standards
- California Framework
- Common Core Standards
- District Graduation Requirements
- California State Standardized Tests
- STAR
- SERVE and staff meetings
- Course Syllabus and calendars

- PLT meetings
- Rubrics
- Blueprints
- AHS ESLRs
- Common Assessments/Targets
- Aeries – Student Information Database
- Graduating Senior Lists
- Master Schedule



To best meet the varied ability, readiness levels and learning styles of our students, teachers use a variety of methods, strategies and techniques to help all students attain the desired learning outcomes. **Peer Visit Observations were done during August, September and October 2011.** Results demonstrate that all students are involved in learning. See Figure C1.

Figure C1 (Peer Visit Observations – Fall 2011)

1. What are the students doing?			
20 Receiving information	2 Homework	8 Taking test or quiz	24 Working individually
11 Using technology	2 Viewing video	10 Presenting information	18 Working with teacher
12 Working on worksheets	8 Discussion	10 Hands on learning	4 Group project
20 Using resources other than text books		8 Short/term or long/term project	
Other : Students helping others	Students asking clarifying questions	Note taking, writing & typing essays,	
Filling in graphic organizers	Graphing equations	Review for test	
Smart board exercises,	Debate	Website assignment	
Overhead presentation	Waiting for instruction	Using clay	
2. ESLRs:			
Apply Communication Skills:		Appreciates the value of diversity	
18 Reading	13 Writing 13 Collaboration	10 Understands own culture	
17 Speaking	20 Listening	13 Open to other perspectives	
Demonstrate Person Growth		Nurtures an intellectual, physical & emotional balance	
8 Honest	12 Has Self Respect	11 Time	11 Equipment/ Tools
8 Integrity	18 Perseverance	11 Materials	4 Human Resources
Effectively Use information and resources		Thinks critically, creatively and independently	
20 Acquires & uses information		17 Relates knowledge from several areas	
18 Manages time		10 Compares and discriminates	
18 Organizes information & material		8 Assesses value of presentation	
20 Interpretation of information		13 Makes choices based on reason	
16 Communication/Presentation		12 Verifies evidence	
16 Uses forms & documents		5 Recognizes subjectivity	
14 Uses equipment & tools			
Learn a core body of knowledge & skills		Evaluates own learning and experience	
18 Solves problems	13 Writes	6 Uses rubrics	
10 Compares/Contrasts	9 Supports opinions	6 Understands grade report documents	
11 Uses old ideas to create new ones		4 Accesses Aeries	
9 Predicts	12 Increases vocabulary	9 Makes decisions according to needs &	
14 Summarizes	15 Applies Skills	5 Creates a resume	



Teachers have engaged in district supported professional development courses and workshops that support and encourage sound methods of instruction.

- DuFour Conferences – Professional Learning Communities (All Staff)
- Mike Mattos – Response to Intervention
- “Using RTI to Change Student Behaviors”
- “Differentiated Instruction”
- Kevin Feldman – Vocabulary Strategies: Focus on Vocabulary Instruction
- AVID (English, Math, Social Science, and Science Teachers)
- Holt - Math and English Training (Math and English Teachers, Vice Principal)
- Expository Reading/Writing Curriculum
- Area 3 Writing Projects
- Understand by Design
- CLAD training
- ELD training
- UC Davis – Math Instruction (Math Teacher, Principal)
- Northern California Math Council

- Sacramento Area Regional Science Conferences (Assessments, Instruction)
- Biotechnology Conference (University of Santa Clara and American River College)
- National Social Studies Conference
- National Mathematic Conference
- The Write Institute
- Northern California At Risk Conference
- Common Assessment Development Teams
- Aeries- Query training
- Blackboard Training
- SMART Board Training
- Aventa Training (1 Teacher, Principal)
- Accelerate Training
- MyMathLab Training
- Sanger District Workshop for data Analysis (Principal)
- Advanced Ceramic Instruction
- GED Institute

The Peer Visit Observations provide an opportunity to reveal what teaching strategies and resources are used to engage students as seen below in Figure C2

Figure C2 (Peer Visit Observations - Fall 2011)

3. What is the teacher doing?		
12	Direct instruction (Lecture)	10 Demonstration
20	Coaching	10 Leading discussion
7	Guided reading	5 Reading
Other:	Providing positive testing environment	Modeling sample essay
	One on one help	Checking whiteboard responses
	Using Smart board for instruction	Guiding students through Blackboard online assignment.
		14 Cooperative/collaborative with student(s)
		10 Handing out/collecting papers
		22 Questioning /Checking for understanding
		Monitoring test
		Supervising group work

Teachers use technology to enhance student learning. Students are able to improve their research skills to apply knowledge of software programs to explore topics, and to use technology to produce products or work on projects.



- Adelante High School is very fortunate to have three fully functioning computer labs, one of which is the English 12 and Senior Careers classroom. Another English teacher's classroom has 14 computers, and in addition, at least one teacher and one student computer are in use in most of the remaining classrooms.
- Teachers sign up on a period-by-period basis to take whole classes to the two open computer labs.
- Classroom computers are linked to the office copy machine and other campus printers to be used as needed.
- All teachers have LED projectors or access to one so they can use DVDs or have students do presentations.
- Three English teachers have document writers to project student work for analysis purposes.
- Science teachers are using Blackboard for blended learning courses and students can access many of the assignments from home.
- All teachers have access to Blackboard and have had some training.
- Pasco Probeware is available for targeted science experiments. WebQuest videos are used in Science.
- Social Studies teachers and others incorporate video clips and other visuals into their PowerPoint presentations to make concepts concrete.
- The Art and Science departments use digital cameras to document progress on mural projects for future presentations and illustrating brochures.
- Four classrooms currently have SMART boards; math, English, science and a math/science combination classroom.
- Teacher web pages are linked from the Adelante Student Portal (on our web site) and offer student access to specific assignment help, resources or course information.
- Parents can access information about student progress, attendance data or credit needs through HomeLink, the home access to the district student information system, Aeries. HomeLink allows parents or students to check on individual needs/progress from any computer that can access the internet.

A General Student Survey was given to returning students in the fall of 2011. Fifty-five students took the survey. The following questions in Figure C3 refer to student perception regarding access to technology and its usefulness.



Figure C3 (General Student Survey – Fall 2011)

11. I generally have access to technology and research when I need it (computers).			
a. Strongly Agree	12	21.8%	78.1%
b. Agree	31	56.3	
c. Disagree	8	14.5	21.7
d. Strongly Disagree	4	7.2	
21. The school website is 'user friendly' and informative.			
a. Strongly Agree	11	20.0%	85.4%
b. Agree	36	65.4	
c. Disagree	8	14.5	14.5
d. Strongly Disagree	0	0	
37. Homelink			
a. Very Helpful	10	18.7%	71.5%
b. Helpful	28	52.8	
c. Not Helpful	10	18.7	18.7
d. Does Not Apply	5	3.8	3.8

Evidence:

- Computer Lab Schedule
- Technology Equipment: Computers, Document Readers, projectors, DVD/Video Players, Overhead Projectors, Digital Cameras, SMART boards, PASCO Equipment

- Homelink
- Website
- Blackboard Classes
- Aventa Program
- Accelerate Program

Increased accountability measurements and changes in graduation requirements, along with the relatively small number of staff, has changed the number and types of classes we offer. The most recent changes to the district graduation requirements, beginning with the class of 2010, required Adelante to restructure the math program to include a year of Geometry (“any math class at or above Algebra 1”) and reduce the number of elective credits needed by our graduates by 40.

Support classes such as the Academic Lab (Special Education) Class, On Ground Recovery Classes, Math Lab and Online Blended Recovery courses have been added to the master schedule and modified to assist students that have either failed courses previously or have difficulty in meeting current course requirements. Many teachers adjust their personal schedules to offer tutorial sessions before school, during lunchtime, or after school. Online courses, web sites and tutorials are available and easily accessed. Counseling services and tutoring availability



has increased. Test scores have improved in response to these efforts with recent gains in CAHSEE and CST results in academic areas.

Staff has ongoing concerns regarding the correlation between poor attendance, poor test scores and failing grades, and the relatively low number of students that participate in the additional resources, such as interventions for remediation, available to them. Consequently efforts to investigate ways in which to convince more students to take advantage of the opportunities offered to them and how to embed effective interventions into the school day are ongoing. The student survey questions that address this concern are listed below in Figure C4.

Figure C4 (General Student Survey – Fall 2011)

32. Study skills class			
a. Very Helpful	11	20.7%	75.4%
b. Helpful	29	54.7	
c. Not Helpful	8	15.1	15.1
d. Does Not Apply	5	9.4	9.4
33. After school Tutoring Center			
a. Very Helpful	4	7.5%	49%
b. Helpful	22	41.5	
c. Not Helpful	13	24.5	24.5
d. Does Not Apply	14	26.4	26.4
35. California High School Exit Exam Preparation			
a. Very Helpful	10	18.7%	60.2%
b. Helpful	22	41.5	
c. Not Helpful	12	22.6	22.6
d. Does Not Apply	9	17.0	17
36. Career Center/ Help			
a. Very Helpful	8	15.1%	62.2%
b. Helpful	25	47.1	
c. Not Helpful	9	17.0	17
d. Does Not Apply	11	20.7	20.7

Students are encouraged to develop techniques to organize and apply knowledge. Students experience approaches that involve inquiry, teamwork, reflection and time for revising work in progress. Technology is used to expand skills and knowledge learned in the regular classroom. The Peer Visit Observations reflect this in Figure C5.



Figure C5 (Peer Visit Observations – Fall 2011)

4. Lesson Components	
<ul style="list-style-type: none"> ○ Cellular biology – online interactive lab ○ Writing: Finding evidence in an expository reading ○ Graphic organizers ○ Comparing positive and negative effects of the Independent Revolution ○ Graphing inequalities ○ Creating a PowerPoint comparing old and new products and how they changed over time ○ Using prior information to create topic sentence, paragraph, and summary ○ Group work to discuss topic “Dads” reflecting on what was learned ○ Starting exercises BEFORE bell rang 	<ul style="list-style-type: none"> ○ Writing assignments on computer ○ Debate topic: Mandated drug testing in schools/workplace – arguments well prepared, active listening, focus on topic ○ Reading dictionaries for word meaning ○ Using links and web-sites to progress through Blackboard assignment ○ Design and plan on paper, transfer to clay ○ Genetics vocabulary ○ This day in history, video, overhead, discussion ○ Astronomy, comparing inner planets – Online/Blackboard assignment.
5. What learning is taking place?	
<ul style="list-style-type: none"> ○ Students summarize first then writes answers ○ End of unit self evaluation with teacher feedback for student strengths/weaknesses ○ Completing study sheet for final – checking answers, studying for final(multiple choice and short answer) ○ Lesson focused on district common assessment (Geometry)– taking Cornell Notes on parallel lines ○ Referring to previous knowledge (vocabulary test) looking for root word meanings and origins ○ Large group work (teams) ○ Students working individually, at own pace on same assignment with guided instruction from teacher -70% or better gets to move on to next lesson ○ Listening – collaboration, forming a consensus ○ Brainstorming to organize thoughts before starting an essay ○ Building on prior knowledge- critical thinking ○ Using new vocabulary to write about expository texts 	<ul style="list-style-type: none"> ○ Compare and contrast ○ Make judgments ○ Manage time ○ Use rubric to check progress ○ Produce PowerPoint ○ Teacher models finished product, encouraging student to refer to design ○ Creating posters – “Propaganda” theme, listening to WWI music while working ○ Filling out job application ○ Finishing essay – teacher checking for revisions ○ Using mini whiteboard, checking for understanding ○ Reading online article, answering guided question



The questions in Figure C6 indicate that the instructional methods teachers are using are helpful in making sure students know what the standards are and the expected performance level.

Figure C6 (General Student Survey – Fall 2011)

10. I am able to receive help from my teachers when I am not doing well in a class.			
a. Strongly Agree	25	45.5%	89.1%
b. Agree	24	43.6	
c. Disagree	4	7.2	10.8
d. Strongly Disagree	2	3.6	
13. This school tries to support every student, regardless of his/her ability or history of academic success.			
a. Strongly Agree	15	26.3%	81%
b. Agree	26	55.2	
c. Disagree	12	15.7	19
d. Strongly Disagree	2	2.6	
24. My teachers clearly state what I should be learning in my classes.			
a. Strongly Agree	7	12.7%	80%
b. Agree	37	67.2	
c. Disagree	8	14.5	20
d. Strongly Disagree	3	5.5	
25. The instruction offered at Adelante will help me to be well prepared for college.			
a. Strongly Agree	7	12.7%	69.0%
b. Agree	31	56.3	
c. Disagree	12	21.8	30.8
d. Strongly Disagree	5	9.0	
27. Teachers spend most of the class time productively engaging and helping students.			
a. Strongly Agree	5	9.0%	63.5%
b. Agree	30	54.5	
c. Disagree	17	30.9	36.3
d. Strongly Disagree	3	5.4	
28. My friends in the same academic classes are learning the same material as I am. (55)			
a. Strongly Agree	9	16.4%	85.4%
b. Agree	38	69.0	
c. Disagree	4	7.2	14.4
d. Strongly Disagree	4	7.2	
31. My teachers try to provide time for a balance of lecture, discussion, group work and homework. (55)			
a. Strongly Agree	10	18.1%	83.5%
b. Agree	36	65.4	
c. Disagree	5	9.0	16.2
d. Strongly Disagree	4	7.2	



Evidence:

- Restructuring of ELA curriculum
- Restructuring of Math Curriculum
- Restructuring of Social Science Curriculum
- Restructuring of Science Curriculum
- CAHSEE – Math and English Prep Classes
- Social Studies Recovery Class
- Science Recovery Class
- Math Lab
- Online Recovery:
- Aventa Courses: Life Science, Physical Science, Geometry
- Accelerate Courses: English 9, 10, 11,12
- District Blackboard Classes: Health, US History

Instructional Strategies:

- AVID – WICR
- Vocabulary Literacy
- Interactive Notebooks
- Cornell Notes – School wide
- Word Walls
- Posting of Standards
- Pre/Post Tests
- Formative Assessments (Common)
- Presentations
- PowerPoint
- Debates
- Science projects
- Rubrics
- Lunch and Learn
- Peer Tutoring/ AVID tutors
- Demonstrations/Modeling
- Reading, making graphs/charts
- Self assessments
- Pair/Share

Teachers and all staff strive to create rich learning experiences that take students beyond the classroom.

- Art students enter pieces and have earned ribbons at our local Blue Line Gallery. Adelante also has an annual Art Show during the Career Fair in May. Students display their work and help organize the event. The Blue Line Gallery is close enough to take classes on “walking field trips” to learn about the current art on display and the artists. The Gallery has also offered to have an AHS student work as an intern.
- Art and science students have worked side by side with mural and clay artists as the “Science Meets Art” project took form. Students and staff helped to organize a “Watershed Art Festival” in November 2011, inviting nature artists to display and/or sell their work while showcasing the watershed mural. Two student pieces sold during the show.
- The local Rotary Club \ invites AHS students to participate in their annual speech contest. One of our English teachers coaches students in preparation for the March contest. We have had several students place in the top 3, competing against students from comprehensive high schools.



- Science students and Interact Club students are part of a “Youth Tree Corp” that helps the Roseville Urban Forest Foundation (RUFF) plant acorns and trees in mitigation and open space areas around the city. Several students have become proficient enough to help teach others how to plant properly.
- Students participate in a “Tree Books for Libraries” project sponsored by RUFF and the City of Roseville Mitigation Funds. Students help to pick out books, make name plates for the books, deliver the books, and when possible, read to the younger children in the libraries.
- Science students participate in the Youth Energy Summit (YES) each year. Students attend a conference in January, work on developing a group project and present the project to the YES participants in May.
- The Interact Club meets weekly to offers leadership skill building and community service. Once a month students attend the Rotary Luncheon Meeting and present the status of the club activities to the Rotarians. They participate in the Homestart Christmas party, the annual Crab Feed Fundraiser, and a Duck Race in May.
- Roseville Rotary Club sponsors one Adelante student every summer for the Rotary Youth Leadership Award Camp for a week of intense leadership training.
- Math students solve equations using sidewalk chalk and investigate geometry using shapes and trigonometry.
- Each year staff works with students in the creation of the Yearbook. Students are involved in every aspect of the project. Students take photos, organize the photos for access, plan and design book format and individual pages.
- The District School Board invites students to participate as student representatives at board meetings for a term. This year our student representative attended meetings from August through November. He plans on majoring in Political Science and wants to be a lawyer someday, so the experience was perfect for him.
- The district has a Vocational Placement Specialist for the Workability Program. This person provides vocational and transitional services for Special Education students. Students take vocational and interest assessments, receive self-advocacy training, begin exploring careers, and learn job readiness skills. This year a student has been placed at “Old Navy.” Her salary is supplemented by the program.
- The county ROP program, 49er ROP, allocated an outreach position for the 2011-12 school year. Anna Olson-Demsky worked with AHS staff to create a schedule in which she visits the school every Tuesday and meets with juniors and seniors on an individual basis. Anna also speaks to the 1st period Careers Connection Class when she is on campus. Her workshops include: “What’s your Personality?”, “Resume Writing”, “Filling out Applications”, “Team Building”, “Social Reputation” and “Interview Techniques”. Anna arranged for a field trip for three students to visit the regional Fire Safety program. One of the students hopes to apply for this highly competitive ROP program in the spring.
- Seeing a need to continue to develop Career and Technical Education opportunities for our students we brought together a Careers Class Advisory Group in the summer of 2010 to brainstorm and develop a class intended to introduce students to the broad spectrum of career opportunities available to them. This group consisted of several community professionals that had worked with Adelante High School previously as part of the Chamber of Commerce Leadership program. A pilot class began in January of 2011.



Guest speakers were invited to talk to the students about their careers and how it related to the various career Sectors as defined by the CTE standards and our own ESLRs. We had 32 different guest speakers that spring. The Advisory Group continued to make changes to enhance the experience for the students. The name of the class was changed to Career Connections. The English department did some restructuring and a new instructor was assigned to the class. During the first semester of the 2011/2012 school year the number of guest speakers increased to 47 and students also participated in two field trips related to the Career Connections Class.

- Youth Empowerment and Goal Association (YEAGA) is a program formed for Adelante High School students in 2005 that aims to educate juveniles on how poor choices can lead to incarceration. Adelante students participate in YEAGA for Youngsters. This project intervenes with elementary students. The teenagers meet with at-risk students for an hour a week for 10 weeks to teach social skills and responsible behavior. Several students were recognized and received awards and scholarships at the county and city level at graduation in May of 2011 for their community service and leadership skills. Two students were recognized during the National Teen Leadership Program at CSUS in July 2011. These teens have also been involved in the Parent Project- a program sponsored by the Latino Leadership Council, Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A).de Sacramento Chicano Youth Conference, Kids First Programs, Placer County Youth Commission, and several other active service programs and organizations. A period in the master schedule has been allocated for these students to continue to receive training and to plan and practice their leadership endeavors and skills.
- Due to credentialed staffing issues the Ballet Folklorico class was eliminated from the Master Schedule in 2011/2012. Margaret Dominguez, our campus monitor, began instructing students in several of the Folklorico dances for our Cinco de Mayo celebrations in 1991. The program expanded to include students from other school in the area. Margaret made Jalisco style skirts, blouses and vests and bought other costume accessories through grants and donations. Students performed in shows throughout Placer and Sacramento Counties. This opportunity allowed them to both showcase what they learned and learn/apply skills specific to stage performance. They also taught dances to new participants. Margaret took students to live professional performances in Davis, San Francisco, and San Jose.

Evidence:

- AHS Art Shows
- “Science Meets Art” mural
- Watershed Art Festival
- Rotary Speech Contest
- Interact Club Meetings
- RJUHSD Board Meetings
- Yearbook
- RUFF Plantings

- Library Book Project
- 49er ROP – Liaison Schedule
- Career Connections Class
- Careers Class Advisory Group
- YEAGA projects
- Ballet Folklorico
- Chalk Equations
- Measuring tree shadows



WASC Category C: Standards-based Student Learning: Instruction

Areas of Strength: FOCUS GROUP C

- Standards-based curriculum in all courses
- Ongoing Professional development: PLC, RTI, Vocabulary, Instructional Strategies
- Focus on meeting graduation requirements
- Many intervention and remediation efforts in place
- Students have opportunities to obtain information about post-secondary options

Areas of Growth: FOCUS GROUP C

- Develop Personal Learning Plan
- Continue to incorporate ESLR's in curriculum and instruction
- Continue to focus on Vocabulary Literacy
- Integrate Common Core standards
- Correct placement of students – Remediation, Testing, Grad Requirements
- SMART boards for more classes
- Continue to develop recovery classes
- PLC – Continue to develop strategies to gather and analyze student work
- Follow graduates to know what we do well, what we need to change
- Review and modify courses to ensure the instructional program is challenging satisfying and rigorous to balance the need to meet standards and promote proficiency on tests
- Incorporate more WICR – writing, inquiry, collaboration, reading across the curriculum
- Investigate more project based learning – more applying knowledge to projects
- More field trips, outside learning
- Continue to explore CTE opportunities
- Continue to develop use of technology and on line courses
- Employ instructional strategies school-wide that teach targeted critical thinking skills that lead to academic language proficiency
- Interventions (behaviors, academic, and attendance)



Focus Group D: Assessment and Accountability

Criterion D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Criterion D2a: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Criterion D2b: To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Adelante teachers and staff are well integrated into district and site processes that examine data related to the performance of our students “as a group” and as individuals. On the district level, Adelante has administrative and teacher representatives serve on the Continuous Improvement Leadership Team (CILT). This group is made up of district, school, community and parent representatives to examine site and district-wide data related to student achievement on a variety of measures including CAHSEE, CST, SAT scores and report card grades (D/F rates). This group annually reports findings and recommendations to the district board for action related to programs or processes that will improve overall student achievement. Sites also report individual assessment results to the group, and for AHS these have included our Alternative School Accountability Measures (until 2010) and improvement in student GPAs (fewer D/F) after transferring to our program.

Over the past five years, District Common Assessments (DCAs) have been developed and implemented in sixteen subject areas. The quality of these assessments varies from refined assessments that do not undergo any revision during each review to those just beginning to be implemented in the classroom. The assessments were developed by representatives from each school site in the district. A set of learning targets for each subject area was developed, and a test was constructed that assessed those learning targets. While nearly all targets reflect state standards, in some cases, additional targets were also included to ensure essential skills students needed to progress to the next course level. Not all state standards are included in the learning targets for each course. This was acknowledged during creation and continues to be part of the discussion as assessments are refined. The results are recorded and meetings are held to review the student results to make any necessary revisions to the test or to address different teaching strategies that increase student learning and improve assessment results.

The development process has presented a number of challenges to teachers at different sites who have never shared curriculum, and in some cases even use different text books. They have been asked to arrive at common targets and common assessments. In some subject areas, the assessments are less comprehensive than our teachers’ site assessments. In other cases, they emphasize targets that our teachers see as less important and de-emphasize targets that our teachers see as more important. There is still much work to be done to improve the validity of these tests, but as teacher teams continue to meet, analyze data and provide input, the tests help to provide direction and focus for instruction and learning.



At least one Adelante teacher in each of the core subject areas participates in the DCA groups. Currently, Adelante uses DCAs in Biology, Earth Science, Algebra 1, Geometry, Algebra 2, World Studies, U.S. History, Government, Economics, English 10, and English 11. District wide teachers for each subject area meet regularly to improve or change test questions and to analyze testing process and results of the summative assessments each semester.

Students enrolled in English courses are given the District Writing Assessment (DWA), which is scored using a rubric developed by teachers throughout the district. Adelante teachers participate twice a year in the scoring process. DWA results are reported as a whole and by individual teacher.

Aeries, our district's student information system, is used to maintain records of student grades, the District Writing Assessment (DWA), CST, ACT, SAT, AP and CAHSEE scores. Access to this information via Aeries is limited to administration, counselors and support staff. Access to this information for teachers, parents and students on an individual basis is available through Homelink and the Aeries Browser Interface (ABI). The collection of standardized test data is conducted by our district office personnel. As CST and CAHSEE results become available the data is discussed and utilized to make program improvements or allocate resources in order to best address the academic needs of the students.

Through the use of queries from Aeries and Excel workbooks, district administration has developed several reports that are utilized on a consistent basis:

- Grades given in a class over time
- CST scores vs. grades
- Detailed CST data by course, test, teacher and term
- Specific grades, ethnicity, gender, special education status, and home language/EL

The goal is to identify trends in grade data and compare grades with testing results. The discussion of what a grade means in the district and at our campus is an ongoing question. Teachers throughout the district are working toward closer alignment among colleagues in the same subject areas.

Assessment data is available to teachers, parents and the community.

- CST and CAHSEE is available through the state website
- CST, CAHSEE, and DWA is available on Aeries
- Grades, grade book assignments, transcripts, and test scores are available through Homelink
- Every year the School Accountability Report Card reports student performance on state standardized assessments
- The school's website reports test scores and grade data
- Information is also shared with parents and community through our CILT team reports
- Periodically assessment data is included in the AHS Newsletter, Back to School Night presentations, through emails, and School Messenger (phone message system)
- Our SITE council relies on assessment data to help make recommendations related to school processes and student support services.



Evidence:

- CILT Team
- State Test Results (CST, CAHSEE, STAR data)
- Common Assessment Meetings
- Common Assessments/Target Lists
- District Writing Assessment
- Aeries and Excel Reports
- SMART goals

- California State Department of Education
- School Accountability Report Card
- AHS Website
- AHS Newsletters
- Connect Ed
- Site Council Meetings
- ELAC/DELAC Meetings

Using the District Common Assessments at Adelante is a particularly challenging endeavor. Prior to 2011-2012, Adelante offered students 6 six week grading periods. Students enrolled into classes at various times, and quite often changed classes and/or course work every six weeks. Teachers developed six week units that focused on state standards and the defined learning targets for those units. That content was assessed every six weeks for grades and credit accumulation. In 2011-2012, Adelante's schedule changed to 4 - nine week grading periods. Again, many students are enrolling mid quarter and are either changing classes or instructors every nine weeks. It is not viable to give a "midterm" or "end of course exam" to a group of students in many classes. Most core area teachers at Adelante utilize the District Common Assessments by developing unit tests that include questions from the DCA. The DCA questions are analyzed and the results are part of the district wide discussions at the subject area meetings.

The District Writing Assessment serves as a measurement of the English department's goal of increasing student writing ability. Students are tested during their English course and the student work is graded on a rubric designed by English teachers across the district. Results are then compiled and entered into Aeries. Teachers receive reports on the performance of their students on the DWA and compare their results in their PLT. The data is reported within the department, school and district.

Core subject area PLTs have focused on common learning targets and teachers working together to analyze student mastery of the targets. Assessments and assessment methods are selected that are appropriate to the targets. Classroom assessments have become more focused, and as a result, are more informative to teachers and students.

Many Adelante teachers utilize Scantron answers sheets and item analysis capabilities to identify the correct response and the percentage of students who selected each answer for every question on the test. This is helpful in identifying problems that high and low performing students miss. This process is time-intensive and continues to evolve as a tool for data analysis.

For unit and formative assessments, teachers hand-collect the data. This collection varies in implementation. This aggregate data is not reported to students or parents in any formal process. Some teachers share with their students which problems were commonly missed and most importantly use that information to guide them in filling student's learning gaps before moving



on to the next lesson or unit. This information is shared at PLT meetings as a basis for discussing effective instructional strategies or planning master schedules.

Departments and teachers involved in PLTs are working on developing SMART goals. Assessment results are used to measure achievement of the goals. Some PLTs and teachers have selected goals that focus on specific subject area content, while others have focused on across-the board improvement in student achievement. The school site PLT process along with the discussions resulting from the creation and refinement of the DCAs, have shaped the development of academic assessment and the use of assessment results at Adelante.

Evidence:

- Staff meetings
- PLT meetings
- District Common Assessment
- Unit Assessments – Core Areas
- District Writing Assessment
- Formative Assessments

- Observation/Evaluation cycle
 - Analysis of student work
- Grades
- Master Schedule
- Lunch & Learn documents

Criterion D3: To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Criterion D4: To what extent does the assessment of student achievement, in relation to the academic standards and the expected schoolwide learning results, drive the school's program, its regular evaluation and improvement and usage of resources?

The goal of increased student achievement in the academic courses for all students has driven state, district and site resources toward more detailed analysis of student data. The yearly calendar provides minimum days for teacher collaboration time for PLT and staff meetings.

Professional Learning Community conferences have been provided for teachers district wide. Most Adelante High teachers and some staff have been through some phase of PLC training either by attending week long summer or two-day conferences, or a two-day workshop, or by participating in faculty meetings and presentations. Rick DuFour's *Whatever It Takes*, and more recently Mike Mattos' *Response to Intervention*, have been the driving forces behind professional development within the district for several years. Teachers understand the value of focusing on specific learning targets, discussing data, and of using time to reflect on teaching practices.



School wide program changes and strategies to improve student performance include the following:

- ELA and Math CAHSEE prep classes developed for sophomores prior to their first CAHSEE testing.
- ELA and Math CAHSEE review classes developed as an intervention for juniors and seniors with scores below passing.
- Tutoring opportunities available for students during school hours and after school.
- Recovery Classes developed for students to take care of unfinished or incomplete work
- Students who recover credits have teachers fill out “Green Slips”. (Our process for adding/changing grades and/or credits.)
- On-line learning opportunities complement the existing course work.
 - Health, Biology, Earth Science, U.S. History - District Blackboard Courses
If students pass a pretest they move on to the next unit.
Students must earn 70% on each or better to pass
 - Science and English - *Aventa* and *Accelerate* Courses
Students need 70% overall to pass these courses.
- STAR review classes are in the Master Schedule the grading period prior to testing.
- A Lunch and Learn program was developed in 2010 in which students were required to attend a “study hall” type class during the lunch hour in order to finish assignments, retake an exam, or relearn material missed on an assessment.

Specific department strategies include:

Math

- Block classes help alleviate the problem of transiency in our student population.
- Students stay in one class for 18 weeks to provide continuity of learning.
- An additional math teacher was hired in 2010 to teach CAHSEE prep and Algebra 1.
- Developed block classes to give students twice as much time in Algebra and Geometry each grading period to reach the learning expectations in half the time.
- Geometry and Algebra 1 are aligned with district learning targets and state standards.
- Algebra and a Geometry Study Skills class are available so that students who are failing at the quarter grade have additional time for intervention purposes.
- Students who fail a math class are enrolled in a credit recovery class to make up missing assessments in order to demonstrate competency in a curriculum.

English

- In 2010-11 the English 10th grade class was formed.
- All 10th graders are placed in a CAHSEE prep course (CAHSEE revolution program), taught by one English teacher who focuses on CAHSEE skills up until the CAHSEE test
- 10th grade English class focuses on skills for the CAHSEE in February and STAR test in April.
- In 2011-12, Literature and Writing courses were replaced with grade level 11th, 12th and 9th/10th credit recovery classes were formed.
- The District Writing Assessment is used to help drive instruction in the 9th/10th, 10th and 11th grade classes.
- Two English teachers collaborate through the year, teaching parallel curriculum for



English 11.

- English Read and Write Curriculum materials are utilized in English 11.
- Junior and senior students who do not pass the CAHSEE are scheduled into an online prep course in the fall.
- Assessments are used to identify students in need of remediation or re-teaching.
- Specific skills that students are not learning are identified so those skills can be remediated.
- Students in an English Language Development class receive targeted instruction in academic vocabulary development, grammar, and reading strategies.

Science

- All 10th graders are enrolled in a Biology course to prepare for the Life Science CST.
- All 11th graders needing Physical Science are targeted to enroll in an Earth Science class taught by one science teacher. The content addresses material covered in the Earth Science CST.
- Course content is modified just prior to the STAR testing for students taking the Earth Science or Life Science CST to review particularly difficult concepts and skills.
- Formative assessments are used to make decisions about modifying instructional strategies or to re-teach certain content in order to fill in gaps in learning.
- Handwritten notes are included in response to student answers on the assessments.
- Students are given time and the opportunity to retest to improve scores.
- Study guides are given to students before each assessment.
- Teachers work with colleagues district-wide to modify course content, assessment and learning targets.
- The district “P Drive” is used to share teaching strategies and resources district-wide.
- Pasco Probeware and computers are used to help perform and write up labs.
- Projects and presentations are used as forms of performance assessments.
- A no “D” policy is in place in Earth and Biology Science classes. The percentages necessary to receive a C is at 70%. (Most students that earned the “C” grade also scored basic, proficient or advanced on the CST.)
- Some students who fail Biology or Earth science are given an option to take a Recovery Course in the next grading period in order to complete the work they missed or improve assessment scores from the previous grading period.
- An Environmental Science, primarily for seniors, is a credit recovery course for students who had failed either Life or Physical science class. Independently, students complete units in order to receive credits.
- On line Biology, Earth Science and Physical Science classes have been added to the master schedule since 2009 and have given a few students another option to receive instruction, pass assessments and earn academic credit in science.

Social Science

- Our social studies department has created common strategies when applying weight to grades within grade and/or subject levels. There are fewer isolated classroom grading practices as a result of the work of the PLT.
- The summative assessments (either in the form of exams or projects that are a direct



demonstration of student mastery of the learning targets) make up the majority of the grade in most cases.

- Homework, formative assessments, quizzes and participation contribute to determining grades.
- Formative assessments are used in order to modify instructional strategies or re-teach.
- Students can retake quizzes and test for partial credit to improve grades.
- Students who need more time on quizzes, tests, and/or assessments can come in before school, after school, and often during lunch.
- Study guides and/or review games are given before each assessment.
- Recovery classes are implemented for students to complete unfinished assignments and/or projects, as well as the opportunity to retake quizzes and tests in order to pass classes they originally failed.

Art

- Assesses targets of content and learning and minimum participation requirements.
- Projects are used for the final student assessment.
- Target skills are assessed, feedback from the instructor is given for each skill, students are then expected to use that feedback for the summative assessment assignments.
- The art department collaborates with other teachers in developing projects that are cross curricular in scope and supports learning in other subject areas such as English, Math, Science and the Social Sciences.

Evidence:

- School Calendar
- PLT meetings
- Master Schedule
- CAHSEE testing lists/Class rosters
- “Concern” lists – Science/Social Science

- On- line courses
- Formative assessments
- Lunch & Learn documents
- Green Slips
- Recovery Class rosters
- ELD Class rosters



WASC Category D: Standards-based Student Learning: Assessment and Accountability

Areas of Strength: FOCUS GROUP D

- Assessments are an integral part of the educational process at AHS
- A variety of formative and summative assessments are in place
- Student performance data is routinely gathered and discussed
- Strategies are implemented that focus on findings from data analysis
- Teachers develop curriculum and modify instruction according to assessment findings
- Professional development is available to improve instruction, assessment, intervention
- Students are recognized for good attendance/ academic growth and achievement

Areas of Growth: FOCUS GROUP D

- Disaggregation of data by subgroups to determine specific needs for tutoring and interventions
- Analyze end of grading period grades to determine needed support and interventions
- Define what constitutes a grade
- Develop process to assess ESLRs
- Improve communication of academic information with parents
- Increase individual student motivation and work ethic
- Develop Personal Learning Plan



Focus Group E: School Culture and Support for Student Personal and Academic Growth

Criterion E1: To what extent does the school leadership employ a wide range of strategies, to encourage parental and community involvement, especially with the teaching/learning process?

Adelante High School is continually working to improve communication with parents and the community in order to allow them to serve as partners in the education program we offer. We use a variety of modes of communication to inform parents about their students' classes, school practices and policies, special events and opportunities for their students. Our district Board Policy 1221.2 states that "The district and each district school shall implement processes to involve parents, guardians, and community members."

Attempts to involve parents and keep them abreast of the progress of their student include:

Enrollment Interview:

During the enrollment process the student and parent participate in an academic review of transcripts, a full discipline and behavioral review and an intake process which allows administration to determine what resources the student and family will need. The following are considered:

- Social services, Homelessness, Foster Youth, Free and Reduced Lunch
- Transportation
- Counseling (both personal and academic)
- Academic support
- Drug/alcohol counseling and urine analysis testing
- Anger management/social skills counseling
- Tobacco use
- Gang association
- Probation status
- Roseville Police Department interventions
- Referral to outside agencies as needed for both student and family
- Post graduation options/goals
- School policies including academic, disciplinary and behavioral expectations are thoroughly explained

Bilingual Educational Support:

- Using Economic Improvement Aid (EIA) funds, we have been able to add to staffing a bilingual Learning Support Specialist who has a background in Social Services to provide outreach for our English Language Learners and their families. The specialist translates school notifications and documents and attends enrollment meetings and truancy hearings (verbal translation as needed.)
- Our Campus Monitor is bilingual and used as a translator when necessary.
- Language Line connects us to an interpreter when receiving or placing a call to a limited English speaker



- Roseville Police Department has one bilingual Youth Service Officer available to us as needed to speak with parents in Spanish regarding behaviors, suspensions etc.

Back to School Night:

- Held during the first quarter of the school year this is an opportunity for parents and families to meet with our staff and visit classrooms
- Parents are encouraged to visit all teachers. Due to the small number of staff, their student will eventually have most if not all of the teachers on campus
- Administration provides copies of schedules and is available for parents to discuss any concerns they may have
- Parents are encouraged and offered support to learn how to gain access to HOMELINK to allow them how to stay informed about their student's progress, campus wide events, information and calendars
- Teachers have student progress reports as well as examples of work completed and are available for one on one discussion with parents regarding their students

Attendance/Truancy/Tardiness:

- Parents are contacted regarding attendance, truancies, and tardiness daily using School Messenger
- Staff makes a personal call to the parent to discuss absence if no response to School Messenger
- Letters are sent home and a phone call is made once a student accumulates a specific number of tardiness or absences
- The Assistant Principal and YSO make home visits when truancies continue and they bring the student to school
- Continual truancy results in a Promise to Appear citation issued by the YSO and Roseville Police Department
- Students who are deemed habitually truant go through Student Attendance Mediation (SAM) process, a panel hearing which includes administration from the district level and each site, Roseville Police Department Youth Service Officers, Placer County Probation Officers and Placer County Juvenile Judges
- An attendance and behavioral contract is agreed upon by the parent/student and SAM panel. Violation of the contract may result in student being placed on informal probation via Placer County Probation Department
- Continual truancy may result in student being transferred for a set time (agreed upon by behavioral contract) to the Placer County Probation/Community School

Teacher and Staff Communication with Parents:

- Through the SERVE process parent conferences are often requested by staff and arranged by administration regarding academic and/or behavioral concerns.
- Some teachers utilize the parent/guardian email resource on Aeries to send home progress report grades and assignment status for each student while the class is in progress



- The report card is available through Homelink at the end of each grading period. Teachers can also send an “end of course report” that details the grades the student earned
- Parents have 24/7 access to their children’s progress in courses through Homelink, our internet-based student data program
- Our website is kept current informing parents and community of upcoming events and providing relevant information
- We use School Messenger to call parent with a recorded message. Parents have access to teachers through email or phone. Many of our teachers have websites where both parents and students can access class notes, check for announcements, or contact the teacher

The Parent Survey supports the efforts of staff to involve parents in academic and/or behavioral concerns:

PARENT SURVEY 2011-2012

A Parent survey was sent out to our parents multiple times beginning September 2011. The first survey was sent out via School Messenger as an e-mail. School Messenger gives us the capability to send out all messages and e-mails in multiple languages. We received only two responses, so a second e-mail was sent, along with an automated phone call asking parents to check their e-mail and to let us know if they do not receive it. We did have a couple of parents call and ask us to e-mail it to them again. Our next attempt at a parent survey was in late November, when we mailed surveys home to 50 parents, followed by an automated phone call asking the parents to return them as soon as possible. We had 12 total responses, including some from parents who chose to answer only a few questions. Our final attempt was in January 2012, when we gave each student at school a copy of the survey and that evening sent another automated phone call to the parents. In the end, we had a total of 33 surveys returned. Below are the results:

Survey Question	All of the time	Most of the time	Hardly ever	Never	No opinion
Keeping parents informed of what is important for students to learn	7	12	5	4	5
Keeps parents informed of strengths and weaknesses	11	9	7	4	2
Ability to talk by phone or schedule a conference with administration	8	11	6	4	3
Safety from bullying and harassment	10	7	2	7	7
Enforcing school rules fairly	11	7	4	4	6
Dealing with potential discipline adequately	11	8	2	3	8



Providing information to support learning at home	5	12	8	3	5
Actively develop student vocabulary	8	7	7	2	8
Acknowledgement for student progress	13	6	3	3	6
Student has made significant progress at AHS	9	12	3	4	4
Teachers recognize student success	9	9	3	4	8
Teachers encourage students	12	8	3	2	6
Students are aware of classroom rules	14	7	2	3	6
Teachers get to know their students	10	14	1	4	5
Teachers are skilled at resolving potential problems in class	8	11	2	4	7
Lessons are effective and interesting	10	9	5	4	5
Teachers work hard in designing and carrying out their lessons	9	7	4	4	8
Students education experience is better at AHS than previously	10	10	3	2	6
Students feel free to talk with staff about concerns	17	3	2	3	7

Comments made by parents at the end of the survey:

- Bathrooms need to be kept cleaner
- More food available at lunchtime
- Smaller population at AHS is good
- Great school!
- More off campus events and/or field trips
- We as parents are impressed with staff, administration and curriculum
- More help from teachers – my son has ADD



Intervention Counselor:

- Works closely with students who are credit deficient and/or have not passed the California High School Exit Exam (CAHSEE)
- Assistant Principal is also school counselor
- Administration is fully involved in interventions with students both academically and behaviorally

Special Education:

- Uses an additional IEP meeting for transfer and review
- Student Study Team (SST) meetings are held weekly with Special Education Teacher, Para Educator, Assistant Principal, and School Psychologist
- Concerns (academic/behavioral) pertaining to our Students With Disabilities (SWD) or new enrollments are discussed and intervention plans are put into action

School Site Council:

- Parents, students and staff meet monthly to become informed and to provide input on a variety of issues
- The council works to develop the Single Plan for Student Achievement,
- The council discusses and helps with budget issues and management
- Read and review drafts for the WASC report

After High School Options:

- Administration/Counseling provide ongoing resources as follows connections to various post graduation choices
- Seniors attend FAFSA workshops on site or as provided by the college of their choice
- English 12 curriculum includes Scholarship Essay writing for District Wide scholarship opportunities and college enrollment
- College entrance assessment testing and orientation is arranged as needed
- Senior Parent Night is designed to provide specific information about college application process, financial aid options and other post-secondary avenues
- The 49er ROP liaison surveys seniors in order to assist in their transitional needs for after high school
- Military Options are also provided for those students and parents interested
- Field trips to or speakers from local community colleges and trade schools are schedule.



Evidence:

- Contact strategies:
- Enrollment Interview
- Student Handbook
- Phone, Email, School Website,
- Connect Ed/Language Line
- Aeries
- Attendance Log - absences/tardiness
- SAM list
- Homelink
- Blackboard
- Site Council Meetings
- Careers Class Advisory Group
- SERVE Meetings
- Intervention Counselor schedule

- Events/ Activities:
- Back To School Night
- Senior Night
- College/Career Night
- Career Fair
- Field Trips
- ELAC/DELAC
- DAC
- Parent to Parent
- RPD outreach diversion programs
- Disciplinary Reviews for transfers
- Junior/Senior Interest/Needs Survey
- FAFSA workshop schedule
- Special Education – IEP /SST Meetings

Adelante High School partners with the community in a wide variety of ways to provide unique opportunities for students through curricular and co-curricular activities and provide support:

Placer County Probation:

- On Campus Visits (On site visits to probationers, participate in meetings addressing behaviors, grades etc with administration pertaining to student, drug testing)
- Truancy Enforcement/Support (Participate in SAM process, home visits as requested by administration, support truancy process on site)
- Wrap Around –Intensive support for student and their family. Probationers may be placed in intensive “wrap around “ program by court. Administration participates in on site meetings w/parent, students and Probation as well as court hearings, placement process etc in court and juvenile system)

Roseville Police Department:

- Full time Youth Service Officer (YSO) on campus four days per week
- Community Service Hours for Students
- Truancy Enforcement/Support (Student Attendance Mediation (SAM) hearings, Truancy citation of students, home visits)
- Roseville Police Department Activities League (RPAL)
 - Opportunities for activities after school, during break and summer including: Sports, Camping trips, Kayaking, Hiking, and Tutoring for struggling students
 - Christmas Program – Baskets to student families via student surveys
 - Parent Project: Parenting support program sponsored by Roseville Police Activities League Charities copyrighted program of parenting skills



- Spanish/English Parent Outreach Gangs/Drugs/Crime information nights for parents
 - Working with Bilingual officer Adelante Assistant Principal supports police department in educating parents in their home language on Gang/Drug and Crime to prevent youth involvement. Program is offered district wide in Spanish and English.
- Shop with a Cop (Offers free shopping trip w/Officers for students in need)
- Crime Suppression Unit (CSU)/Canine on campus support
 - Crime/Gang Suppression, K9 Drug searches to ensure safe and drug free campus
- Youth Diversion Program
 - Program facilitated by Police Department YSO, Placer County Probation and Adelante Assistant Principal which educates parents and juveniles receiving low level citations in City of Roseville as method of diversion to change behavior before youth become more engaged in criminal activity. Offered in Spanish, Russian and English.
- Social Networking and Cyber Safety
 - Roseville Police Department Detective working with Assistant Principal educates parents on Social Networking and Cyber safety.
- YSO coaches school Basketball team

US Military Recruiters

- Recruiters visit campus regularly and support student activities as well as offer ASVAB testing to help in career/college readiness
- Recruiters work with families to support students academically and behaviorally.

Outside Agency Referral Support:

- Crisis Resolution Center:
Out of home Voluntary placement for students in crisis including family or individual counseling services
- Koinonia:
Long term out of home placement for students on probation who need further intensive behavior modification.
- Sierra Family Services:
Sliding scale counseling services
- Homestart:
Transitional housing and support for homeless families
- AA/NA/Al Anon:
Free 12 step programs for alcohol and/or drug addicts and families
- Grizzly Academy:
Free 6 month California National Guard sponsored program for at risk youth.
- Kids First:
Support for families in wide range of areas
- Full Circle:
Intensive out-patient drug and alcohol treatment for teens as well as family counseling
- California State University Sacramento and National University:



- Social Work/School Counselor/MFT Interns: Interns provide counseling and resource services to students at Adelante. (2011-12 school year this opportunity is available district wide)
- Placer County Office of Education and Placer CSOC:
Family Support Team Wraparound: Early prevention wraparound for at risk youth, engaging family, schools and students, to modify behavior and support success
 - PCOE Tutors:
County provides tutors to foster/homeless youth for additional academic support
 - Assistance League of Greater Placer County
Non Profit Community Service Organization that supports Adelante Students in various outreach:
 - Operation School Bell (School clothes shopping program)
 - Backpacks
 - School Supplies
 - Scholarships
 - Funding for Outreach to families
 - Granite Bay Rotary:
Provides Thanksgiving Baskets to students/families in need
 - Jim Lane Realty:
Provides entire Christmas (food, gifts, etc) for needy students and families
 - Peace For Families:
Counseling and support services for domestic violence, sexual assault, safe home placement, obtaining restraining orders for parents who find themselves at risk and provides educational outreach to students including legal assistance and guidance.
 - WEAVE:
Counseling and support services for domestic violence, sexual assault, or safe home placement for parents who find themselves at risk. WEAVE provides educational outreach to students
 - Individual private practice referrals to licensed counselors

Classroom teachers and support staff employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. Examples include:

Social Studies:

- City of Roseville Mayor – guest speaker
- Placer County Outreach Program - Poll worker program
- Vietnam War Veteran speaker
- Placer County attorney – Law Day speaker
- Voter Registration
- Banker – Mark Lund



English:

- Rotary Speech Contest

Math:

- Tutors, Interns
- Financial Literacy Program

Science:

- Youth Energy Summit - Roseville Electric Sponsor
- Landscape Architect – Planning & planting on campus
- CalFire – Career information/Grant opportunities
- Roseville Urban Forest Foundation – Planting plan/volunteer opportunities
- Placer Grown – Dave Chappel speaker/garden consultant
- Biotech Graduate – Research work (genetics)
- Native Plant Society – Guest speaker - planning
- City of Roseville – Storm Water Management Derrick
- City of Roseville – Open Space and Urban Forestry- volunteer opportunities /Career information

Art:

- Science Meets Art Mural project consultants/grant/exhibit
- Butterfly project for Meadow Vista Pool project (Virginia Gains – artist)
- Soup bowls
- Blue Line Gallery – Student intern possibilities, entries in art shows
- Watershed Art Exhibit

Special Education:

- Sierra College Linkage
- American River College
- Placer County Attorney visitation
- Golden Sierra Job Training
- Workability: job shadowing and job site visits

Margaret Dominguez: (Campus Monitor)

YEAGA:

M.E.Ch.A. de Sacramento, Roseville and Lincoln Parent Project, Coalition for Placer Youth, Children's System of Care/Family Children's Service, Latino Leadership council, Kids First, University of the Pacific workshops, Placer County Youth Commission, Cesar Chavez Youth Leadership conference, Roseville Recreation Center, Forum on alcohol, Substance Abuse Prevention Coalition for Placer Youth, National Teen Leadership Program, Latino PG & E, Friday Night Live, Peace for Families – guest speaker 8 weeks, Home Start, Bikers Against Child Abuse, California National Guard, Mujeres Ayudando La Raza



- Ballet Folklorico:

United We Dance, FIRST 5, Roseville Library Diade Los Nino's, Festival de la Familia, Roseville Festival of the Arts: Arts, Music and Dance, Harvest Community, Roseville Community Churches LLC, Buljan Health Fair, Sacramento Hispanic Chamber of Commerce

Child and Infant Care:

- Placer County Health Department:
WIC/TAPP
- U.C. Cooperative Extension, Roseville
- Librarian
- KISS – Kids Smoking

Career Connections Class:

- The Careers Class Advisory Group and speakers (47 from Aug – Dec 2011)

Japanese:

- Japanese Cooking Workshop - guest speaker

Roseville Chamber of Commerce Leadership Roseville Classes (2001 - 2012)

- Annual Career Fair (11th Annual on May 18, 2012)
- Workshops : Dress For Success, Teen Finances, Etiquette, Interview Techniques, Resume Writing, Filling out Applications, What Employers Want, Etiquette – personal, professional and social
- “Dinner for Champions” – Incentive dinner for students that utilize tutoring resources and improve academic performance

Post Secondary Education Connections:

- Sierra College – Offers liaison for Adelante who is on our advisory committee and participates in Career Faire. Also offers students and coordinates assessment, counseling and field trips to campus.
- American River College- Assessment and Counseling
- Heald college –workshops for Juniors and Seniors, field trip to site with lunch, attends Career Fair
- Wyotech - workshops, field trip destination with lunch, attends Career Fair
- Brandman University
- 49er ROP – Outreach

Field Trips:

- Berkeley - CST score improvement reward
- Japanese Food Store - buy supplies for cooking activity
- Bowling - ASK club



- Folsom Prison- Youth Diversion Program
- Sutter Roseville Hospital - Career Connections class
- Roseville Energy Park - Career Connections class
- Building Industry Association Office - Interview Technique Workshop
- Pumpkin Farm - ITLC
- Roseville Library
- Roseville Royer Park
- Folsom Galleria
- Daily walks with children
- Sierra College - Career Tech Ed Day
- Sierra College -Assessment and Counseling for Enrollment
- American River College - Tech Fair
- CSU Sacramento - Interact Regional Conference
- Sacramento Municipal Utility District - Youth Energy Summit
- Crocker Art Museum
- Federal Reserve
- State Capitol
- First Community Bank
- Legis School - CSU Sacramento
- WyoTech
- LaBou Culinary Art School
- Heald College
- Golden Sierra Job Training
- Nimbus Fish Hatchery
- Rotary Club Luncheons
- Homestart Christmas
- Roseville Elementary Schools - To Read “Tree Books” to children
- California State University Sacramento - Field Faire

Grants and Donations:

- CalFire – Grant “Shade for Students”
- Roseville Grants Commission – Grant “Science Meets Art” mural
- Native Plant Society - Grant -Native plants for campus planting project
- Roseville Urban Forest Foundation - Library Book Project
- City of Roseville - Mitigation - Soil for garden, Library Book Project, Trees for Campus
- Latino Leadership Council - \$500 to Ballet Folklorico
- ReCreate - Tile for mural
- Daltile - Tile for mural
- Brandman University - Projector/ Printer
- Eric Peach - Artist Consultant (Mural)
- Michelle Mahan - Artist Consultant (Mural)
- Stephanie Boggs - Auction piece as donation to art program



- Chris Grimes - Mural project, Infant and Toddler Learning Center
- Abundant Life Church - graduation/ senior workshop facilities
- Jenny Reuter - Muralist
- River Cats - Tickets to games for Interact Club members
- Rotary Club - Yearly Club Start-up fees.
- Hewlett Packard - Refrigerator, Washer/Dryer set and Vacuum
- Jared Hawkins - Cement Table and Benches

Scholarships provided by:

- Roseville Rotary
- Granite Bay Rotary
- Soroptomist International Thelma Zerbe Memorial
- Roseville Host Lions Club
- Roseville Emblem Club
- Kiwanis Club
- JRL Memorial
- Fred Cummins/Joe Duarte Optimist Club
- Adelante Staff
- RJUHSD Administration
- Bob Howe Memorial
- R.W. Finley

Evidence:

- Federal/State/County/City Referral Agency Lists
- Counseling Resources
- Teacher Lists – Guest speakers, workshops, activities
- Field Trip Lists
- Careers Connections Advisory Board
- Roseville Chamber of Commerce – Leadership Class rosters

- CalFire Grant
- YEAGA community resources
- Board Meeting Minutes
- Grants/ Donations
- Scholarships Lists/ Recipients
- Funding for Field Trips
- List of Van Drivers
- Campus Landscaping Projects

Criterion E2a: To what extent is the school a safe, clean, and orderly place that nurtures learning?

Criterion E2b: To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Since the last Self Study, there have been changes in the allocation of funding resources as well as our master schedule, grading period length, staffing, and administration. These shifts are the result of constraints due to state and federal funding, a focus on improving PI status, temporary



teacher contracts, and changes in administrative staffing, which includes Principal and Assistant Principal who also serves as part time counselor. In addition a part time Intervention Counselor has been added to staff.

Our current school culture processes and policies are evolving. Staff is committed to accomplishing the school's vision and mission. There are high expectations of accountability for staff and students. Staff supports personal and academic growth and is working toward developing consistent policies that are based on being firm, fair, and flexible. Student progress and safety are priorities that are addressed on a regular basis at our weekly staff meetings or Student Evaluation Review (SERVE) meetings.

Adelante High School works hard to create a safe, clean and orderly place in which students and staff work and learn. This begins at the enrollment interview and screening process at which time administration reviews the student handbook and thoroughly discusses campus policies, existing discipline policies and classroom conduct. To ensure that staff is trained and aware of the safety needs of the school and to further ensure a safe and clean environment for the students, the following occur:

- A yearly review of the Crisis/School Safety Plan
- Regular campus “walks through” by the safety committee
- Teacher Emergency Binders - updated regularly
- Fire and Lock down drills with Roseville Police Dept
(Follow-up evaluations twice yearly)
- Zero Tolerance for drugs/alcohol/weapons on campus
- Full time Campus Monitor
- Probation Officers in school caseload visits
- Fire Inspections/fire extinguishers checked regularly
- First aid, survival kits in each room
- Roseville Police Dept. Youth School Officer on campus four days a week
- Roseville Police Dept. Patrol officers visit campus
- Staff updates related to gangs/drugs from Roseville Police Department
- Working with City of Roseville (Open Space, Police Dept.) to keep flood plain area safe
- Closed Campus with supervision in-between classes and during lunch
- School Maintenance on call for safety related emergencies
- Visitor Pass Enforcement/Signage posted at gate
- Common Hall Pass procedures
- All Call procedure (Intercom)
- Student Records Accessible to teachers
- Full time custodian - Rotating cleaning schedule
- Liquid sanitizer available in classrooms
- District support to up-grade and maintain facilities



The General Student Survey shows that most students agree. Figure E1

Figure E1 (General Student Survey – Fall 2011)

15. I feel safe at this school.			
a. Strongly Agree	11	20%	81.8%
b. Agree	34	61.8	
c. Disagree	5	9.1	18.2
d. Strongly Disagree	5	9.1	
16. My school is clean and kept in good repair.			
a. Strongly Agree	9	16.3%	66.4%
b. Agree	28	50.1	
c. Disagree	9	16.3	32.6
d. Strongly Disagree	9	16.3	
18. I know what to do and where to go during a lockdown or fire drill.			
a. Strongly Agree	17	30.9%	83.6%
b. Agree	29	52.7	
c. Disagree	5	9.0	16.2
d. Strongly Disagree	4	7.2	

These results coincide with the CHKS 2010/2011 Report:

Perceived Safety of School

Very safe	22%
Safe	38%
Neither safe nor unsafe	32%
Unsafe	6%
Very unsafe	1%

Occurrence of School Days Missed due to Feeling Unsafe, Past 30 days

None	87%
1 day	5%
2 or 3 days	3%
4 or more days	5%



Evidence:

- Crisis/School Safety Plan
- Fire & Lockdown Drill schedule/review
- Intercom
- Bell System
- Student Handbook
- Enrollment Process
- Classroom Rules
- Discipline Policy
- SERVE forms
- Senior Contract
- Hall Pass Forms
- Visitor's sign-up/ Pass
- Aeries student data information

- Teacher Crisis Response Binders
- Emergency Kits in classrooms
- Nurse available – on call
- Campus Monitor
- 10 Minute Rule
- YSO Schedule
- Student Survey
- CHKS 2010-11 Survey
- District Maintenance Records
- Custodian Cleaning Schedule
- Fire Extinguisher Checks
- On Campus lunch
- School Improvements

Teachers and staff demonstrate sensitivity to and knowledge of the complex issues facing their students and are continually seeking ways to improve the school's programs and the students' learning, while continuing to provide the supportive and encouraging environment so needed by these students. Administration, teachers and support staff all participate in educational training to make certain current educational practices are at the forefront of what we do. Staff regularly attends district supported workshops, conferences and trainings in order to improve methods of intervention, instruction and student success.

Student surveys or questionnaires are administered to inquire about their interests and concerns. The General Student Survey was given to returnees in 2011. Juniors and seniors fill out an interest survey every year that is used to determine transition needs from high school to post secondary opportunities. The ASK club surveyed student interest in "success" upon enrollment in 2011. Students were asked about 6 week vs. 9 week grading periods. Students participated in a Facilities Plan in 2010. The counseling interns surveyed the student body to address concerns about harassment issues. The School provides a flexible schedule which allows students to start later and end earlier for compelling reasons. Basketball and bowling teams have been supported by both the district and staff. Counseling services and additional support is offered to students at all times.

The General Student Survey shows that most students feel that they are respected and supported by teachers and staff. Figure E2.



Figure E2 (General Student Survey – Fall 2011)

8. In the classroom, my teachers treat students with dignity and respect.			
a. Strongly Agree	6	10.9%	72.7%
b. Agree	34	61.8	
c. Disagree	11	20.0	27.2
d. Strongly Disagree	4	7.2	
13. This school tries to support every student, regardless of their ability or history of academic success.			
a. Strongly Agree	15	26.3%	81%
b. Agree	26	55.2	
c. Disagree	12	15.7	19
d. Strongly Disagree	2	2.6	

Teachers' efforts to create the sense of caring, concern and high expectations include:

- Providing students with Class Syllabi - expectations and management procedures.
- Contacting parents via email or phone with concerns as well as to support positive progress or behaviors elicited by students.
- Teaching to the state standards, district targets and administer district common assessments.
- Establishing supportive interpersonal relationships with students
- Offering Lunch and Learn, before and after school remediation/intervention
- Creating opportunities for Extracurricular Clubs/Classes (Interact, ASK, GSA, YEAGA, Leadership, Sports)
- Providing differentiated instruction
- Special Education – SST, IEP, SAIS Records, HOMELINK,
- Developing Careers Connection Class
- Using SERVE as a referral process for concerned behaviors
- Offering elective courses- accommodations/modifications
- Inviting guest speakers and plan field trips for enrichment
- Using Homelink
- Using Blackboard – provides easy access to assignments etc.
- Classes for remediation
- Blended learning model online credit recovery courses
- Nominating weekly “Super Stars”
- Issuing Individual Achievement awards at the end of each grading period
- Attending workshops and conferences to promote student learning and growth
- Organizing Career Workshops and Career Fair
- Field Trips
- Supporting sport team



Students are acknowledged for their contributions and performance school wide on a regular basis through our weekly “Outstanding Achievement” awards and at our Awards Assembly which occurs at the end of each grading period. This year staff began a weekly “Super Stars” recognition process that acknowledges students or staff and a “Job Well Done”. Students are recognized for GPA, credits, attendance and individual achievement in class from their teachers.

Currently our district is working with the Placer County Office of Education in “Building Schools Where ALL Students Succeed”. The DuFour’s “*Professional Learning Community*” and Mattos’ “*Response to Intervention*” describe what needs to be done. How it gets done is dependent on a strong team. Administration and teachers have both felt and voiced the frustration and reality of the relatively new and “unfamiliar team” and of expectations either being misunderstood, or not being met. This includes simple policy enforcement both at the classroom level (Music devices allowed or not) and with administration (tardy policy upheld or not) and more difficult instructional and disciplinary methods, schedules and procedures. (Both in the classroom and with administration) To facilitate better communication and better understanding administration, teachers and support staff are looking at further developing our Professional Learning Teams, our Intervention Team (SERVE) and creating a Guiding Coalition Leadership team to guide, monitor, and encourage the ongoing team building, policy and procedure planning.

Weekly staff meetings, collaboration time and SERVE again provide opportunities to address issues that benefit students and the school. Participation by all staff members is required.

The student surveys confirm many of the effects staff strive to accomplish, however ongoing concerns and issues that have always been a challenge to address, came to our attention once again in the General Student Survey Figure E3 and the California Healthy Kids Survey (CHKS) 2010-11 report.

Figure E3 (General Student Survey - Fall 2011)

17. I would feel safe in reporting harassment or threats to school officials.			
a. Strongly Agree	6	10.9%	56.3%
b. Agree	25	45.4	
c. Disagree	12	21.8	43.6
d. Strongly Disagree	12	21.8	

CHKS 2010-11 Report:

Verbal Harassment on School Property

Had mean rumors/lies spread about you

0 times	51%
1 time	12%
2-3 times	13%
4 or more times	23%



Had sexual jokes/comments/gestures made to you

0 times	48%
1 time	6%
2-3 times	16%
4 or more times	30%

Been made fun of because of your looks/way talk

0 times	57%
1 time	10%
2-3 times	7%
4 or more times	26%

In response to these findings, counseling staff created and administered a “Bullying Survey” in order to get a better understanding of how students viewed bullying on campus and develop strategies to confront it.

The survey was sent to every student during second period, with instructions regarding confidentiality, and the importance of answering the questions truthfully. One hundred and thirty nine surveys went out during second period and eighty surveys were returned in December 2011. The information obtained from the survey shows minimal amount of bullying on the campus. Survey questions ranged from a student’s individual bullying behaviors:

- How often do you.....
 - Enjoy upsetting other kids?
 - Like to make kids scared?
 - In a group tease others?
 - Fight kids you can easily beat?

To questions focusing on individual students experiences being bullied:

- How often do you....
 - Get picked on by other kids?
 - Get made fun of?
 - Get called names by other kids?
 - Get hit or pushed?

Survey also focused on student’s positive engagement with other students:

- How often do you....
 - Enjoy helping others?
 - Help harassed students?
 - Like to make friends?
 - Share things?



Finally, survey asked students about feeling safe on campus:

- How often do you feel unsafe on campus because of bullying?

This question scored the low percentage among survey takers which led counseling staff to begin researching preventive bullying/harassment programs for campus wide use.

One limitation of the survey is the fact there were no reliability questions in the survey.

Inevitably students will answer a survey without reading the questions fully or completely understanding the way to answer. Regardless, we plan to continue to promote anti-bullying tactics and preventive measurements. ALL staff expects ALL students to feel safe and free from any kind of harassment on campus and continue to work toward that end.

Evidence:

- General Student Body Survey
- Student Interest Survey – Junior Seniors
- Success Survey
- Bullying Survey
- Facilities Plan – Student Feedback
- School Schedule
- Club Meetings
- Team Rosters
- SERVE meetings
- Staff meetings
- Class Syllabi
- Lunch & Learn
- Parent Contact
- Parent conferences
- Master Schedule

- Guest speakers/ field trip Lists
- DuFour – Professional Learning Community
- Mattos – RTI
- Placer County Office of Education
- Teacher of the Year/Teacher Makes a Difference awards
- Staff conference /training attendance
- Representation on District teams
- RSEA/CSEA Officers and Representation
- Meeting Schedule Changes
- Superintendant Meetings
- “Leadership/Steering Committee” Meetings

Criterion E3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Many of our students arrive performing below grade level in reading, writing or mathematics and benefit from an increase in attention to interventions and progress monitoring. The enrollment process is the first step in establishing a “base line” evaluation of student needs both academic and socially. Students are then monitored for needed support throughout the year by staff and teachers.

Teachers and administration instruct students on how to use the Homelink site so that they can follow and monitor their own academic progress regularly as well. Many find that those students who access the website often seem to be more proactive in working with teachers and making an effort to do what it takes to be successful in a particular class. Helping students understand the information they have access to and what a benefit that resource can be makes a difference in the interest they have in their own progress. Most students believe Homelink is helpful: Figure E4



Figure E4 (General Student Survey – Fall 2011)

37. Homelink			
a. Very Helpful	10	18.7%	71.5%
b. Helpful	28	52.8	
c. Not Helpful	10	18.7	18.7
d. Does Not Apply	5	3.8	3.8

In addition to Homelink staff is developing a new “Personal Learning Plan”. The “PLP” that was used for several years became somewhat obsolete as the use of Aeries and Homelink increased, however administration and staff are looking at creating a more comprehensive “PLP” that includes the ability to document support processes that are not found in the student data base system.

Adelante High School holds every student to the same standards, strives to give students a vision for the future and help them see beyond high school. Staff engages in professional development that enables them to meet the diverse cognitive, emotional, and social needs of the students. At Adelante High School, all students are expected to succeed. Teachers use diverse classroom management techniques and teaching methods to meet the needs of different learning styles. Both district and site administration ensures that teachers have the materials and resources needed to support classroom instruction. General student survey results support the efforts the school has in place to help students improve academically and encourage them to look beyond high school.

Figure E5 (General Student Survey – Fall 2011)

10. I am able to receive help from my teachers when I am not doing well in a class.			
a. Strongly Agree	25	45.5%	89.1%
b. Agree	24	43.6	
c. Disagree	4	7.2	10.8
d. Strongly Disagree	2	3.6	
13. This school tries to support every student, regardless of their ability or history of academic success.			
a. Strongly Agree	15	26.3%	81%
b. Agree	26	55.2	
c. Disagree	12	15.7	19
d. Strongly Disagree	2	2.6	
20. Information about graduation and college entrance requirements is provided.			
a. Strongly Agree	7	12.7%	76.3%
b. Agree	35	63.6	
c. Disagree	8	14.5	23.5
d. Strongly Disagree	5	9.0	



AHS staff is in the process of modifying our SERVE process which determines how and when we monitor struggling students, what additional academic and behavioral support is needed, and how to tailor the interventions to the specific needs of the students. Currently at our SERVE and at the weekly staff meetings student performance and behaviors are assessed and struggling students are referred for “Hot Lists”. Administration contacts the students and begins a process to determine appropriate intervention strategies. Selected students are placed on the “SERVE list” for further assessment and identification of potential problems. Teachers and administration gather weekly reports from teachers, meet regularly with students to inform them of the teacher reports, develop a plan to address problems, contact parents when appropriate, and report back to staff any progress, until the next weekly report.

There are a number of strategies in place to support struggling students. In many instances too few students take advantage of the opportunities. We continue to struggle to create a system that will not allow students to “opt out” of the many types of academic support and interventions available to them.

- Many teachers stay in their classrooms and are available for tutoring, coaching, clarification of assignments before school, during lunch and after school
- Teachers use Aeries to email assignment and grade progress to parents and students
- A formal Lunch and Learn program was initiated in 2010, but lost some impact when consequences for not attending (OCS) were discontinued
- Students are sent reminder notices or called to the office at lunch that should be in the tutoring or study session during lunch
- The recovery classes that have been added to the master schedule address the need for more targeted interventions or for some students, just more time. Students are recommended for these classes by teachers and are enrolled by administration
- Computer labs are used by classes, but also available for individual student use when there are open computers
- The online courses give students the opportunity to do work at home or on campus during study classes, lunch time or some other time
- CAHSEE tutoring sessions are available during lunch and afterschool especially as test dates approach
- AVID tutors are available primarily in Math classes, but also are available to assist students in other academic classes and are available during lunch
- “Incomplete” grades are issued to students at the end of each grading period that are just short of required percentage points to earn credits in many academic classes. Students are given time during the next grading period to finish incomplete assignments, retake assessments or test to raise scores, and to turn in late, missing assignments
- Partial credit is offered to students who enroll in classes late. They are still expected to earn passing grades on work completed and must be accountable for material covered during the time they were enrolled
- Tenth grade students are counseled and closely monitored by their teachers and administration establishing high expectations and to be sure strategies that support their progress in their academic classes are in place. They are also enrolled in 10th grade pure core courses (English, World Studies and Life Science)



- English Language Learners are enrolled in an additional English course that is supportive of their fluency level and are closely monitored academically by EL Specialist and teacher.

Evidence:

- Student Transcripts
- CAHSEE scores
- CST scores
- Enrollment Interview
- Homelink
- Facilities Plan
- Graduation Requirements
- State Standards
- General Student Body Survey
- Student Interest Survey – Junior Seniors
- Success Survey
- School Schedule
- Parent Contact

- Computer Lab Schedule
- SERVE meetings
- Staff meetings
- Class Syllabi
- Lunch and Learn
- Recovery Classes
- On line Classes
- Report Cards/ Progress Reports
- Emails
- 10th Grade student lists
- ELL Class syllabus
- Newsletters

Criterion E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Adelante High School staff understands the need for students to feel connected to school and their community, especially during the high school years. Staff values the commitment to create processes that help students overcome academic and personal challenges and to accept them as individuals.

Caring adult relationships help students feel supported in their efforts. AHS staff seeks to not only provide academic support but to also influence students' social and personal development through continuous and sustained contact with them. Serious efforts are made to respond to the students as individuals while providing them with consistent and continual support to become strong individuals and self advocates. The size of the student body and the fact that teachers often have the same students for consecutive years are advantages for developing caring relationships and truly understanding the academic, social and personal needs of the students.

General Student Survey results indicate that most students believe teachers promote positive and respectful relationships. Figure E6



Figure E6 (General Student Survey – Fall 2011)

8. In the classroom, my teachers treat students with dignity and respect.			
a. Strongly Agree	6	10.9%	72.7%
b. Agree	34	61.8	
c. Disagree	11	20.0	27.2
d. Strongly Disagree	4	7.2	
13. This school tries to support every student, regardless of their ability or history of academic success.			
a. Strongly Agree	15	26.3%	81%
b. Agree	26	55.2	
c. Disagree	12	15.7	19
d. Strongly Disagree	2	2.6	

Teachers at this school treat students fairly

Strongly disagree	12%
Disagree	9%
Neither agree nor Disagree	27%
Agree	40%
Strongly Agree	12%



Adelante High School provides for and encourages opportunities for students to speak to adults regarding personal dilemmas. Figure E7.

Figure E7 (General Student Survey – Fall 2011)

9. Counselors are generally available when I need help with something.			
a. Strongly Agree	8	14.5%	81.7%
b. Agree	37	67.2	
c. Disagree	6	10.9	18.1
d. Strongly Disagree	4	7.2	
34. Crisis Counseling (grief, loss, family, friend problems)			
a. Very Helpful	10	18.7%	64%
b. Helpful	24	45.3	
c. Not Helpful	10	18.7	18.7
d. Does Not Apply	9	17.0	17
38. Health Center (School Nurse)			
a. Very Helpful	3	5.7%	66%
b. Helpful	32	60.3	
c. Not Helpful	13	24.5	24.5
d. Does Not Apply	5	9.4	9.4
40. Social Workers and Counseling Interns			
a. Very Helpful	4	8.0%	53%
b. Helpful	22	44.0	
c. Not Helpful	12	24.0	24
d. Does Not Apply	10	20.0	24
NONE – Written in	2	4.0	
5 left blank			
41. Types of counseling I have used at Adelante High School			
a. Individual	21	45.6%	
b. Group	13	28.3	
c. Conflict Mediation	6	13.0	
d. All of the above	4	8.7	
NONE – Written in	2	4.3	
9 left blank			



The 2011-12 CHKS results show that at least 80% of the students feel that there are teachers or some other adult that care about them, notice when they are not there, and listen to them at least some of the time:

At my school there is a teacher or some other adult...

- Who really cares about me

Not At All True	22%
A Little True	29%
Pretty Much True	21%
Very Much True	28%

- Who notices when I am not there

Not At All True	20%
A Little True	24%
Pretty Much True	26%
Very Much True	29%

- Who listens when I have something to say

Not At All True	18%
A Little True	22%
Pretty Much True	29%
Very Much True	31%

Counseling services, both academic, emotional and behavioral, are offered on campus. In addition to our Assistant Principal/Counselor, we currently have a part time (2 days per week) Intervention Counselor and several Social Work interns, providing services. We have partnerships and intern agreements with area colleges to retain counseling interns. This allows Adelante to offer students individual, group and crisis counseling, in addition to an opportunity for family counseling, when needed. Staff and SERVE meetings are used to discuss both academic and behavioral issues as well as concerns relating to personal situations students may be experiencing. Administration then addresses and refers students to appropriate resources, whether that is on campus, through a public agency, non profit or other options. On campus support is monitored and reviewed by administration and staff. Off campus support is monitored by our administration. Staff receives updates as to the progress of any off campus support students are receiving, unless confidentiality is an issue.

Administration, teachers and staff nurture students' ability to meet school standards by engaging students in ongoing review of their academic performance. Students are encouraged and expected to use HOMELINK to check on current grades, assignments due and if issues arise are provided with support to engage in self advocacy with staff. Consistent and regular academic review of transcripts and schedule changes as needed are also provided to assist in success for students.



Evidence:

Academic Acknowledgement

- Classroom:
 - Individual teacher rewards,
 - Peer tutoring within the class recognizing students that can contribute
 - Buddy system for academic support
- School-wide:
 - Academic mentor – Adults assigned to specific students
 - Awards assemblies
 - Award certificates
 - Award plaques – Letters home to parents
 - Field trips for academic improvement
 - “Purple Passes” – for academic improvement
 - Honor roll lists posted in all classes
 - ASK Club – field trip, guest speakers
 - Congratulatory notes/announcements (Scores on tests, graduation, awards)
 - Graduation Scholarships

Attendance and participation acknowledgement

- Classroom and school rules that have positive effects
- Weekly awards – List posted in all classes
- Elective credit opportunities - “Extra effort” - extracurricular events, regular attendance at workshops, field trips, and/or presentations outside of regular classroom expectations.
- “Super Star” awards - Formal appreciation of social and emotional development
 - Determined at SERVE meeting – Posted on billboard and in classes

Personal acknowledgement

- Birthdays Posters (Leadership Class)
- Birthday notes/ pencils (Marie Barba)
- Senior Luncheon

Student responses on the CHKS indicate that staff has high expectations and recognizes student efforts and accomplishments:

At my school, there is a teacher or some other adult...

Who tells me when I do a good job.

Not At All True	16%
A Little True	24%
Pretty Much True	31%
Very Much True	29%



At my school, there is a teacher or some other adult...

- Who always wants me to do my best.

Not At All True	14%
A Little True	18%
Pretty Much True	34%
Very Much True	33%

- Who believes that I will be a success.

Not At All True	17%
A Little True	22%
Pretty Much True	29%
Very Much True	32%

Adelante has formed strong relationships that allow a network within the school and greater community to provide our students several opportunities to work with adults to help foster personal goals and interests, school opportunities, career awareness and exposure to the workplace.

Evidence:

- Interest survey
- Senior meetings
- Homeroom (discontinued in 2009)
- Post secondary education connections
- ROP Liaison
- Workability Program
- Senior Career Class – Career Research and Presentation
- Financial Literacy Program
- Recovery classes
- Woodshop classes
- Career Class Advisory Group
- Career Connection class
- Leadership Roseville – Career Workshops/ Career Fair
- Senior Week – field Trips/workshops
- Ballet de Folklorico – performances and volunteer to serve Thanksgiving dinners
- YEAGA - Teaching “Pro-Social Skills” to elementary schools
- Peace for Families – 8 Weeks: Workshops on date rape, sex, and self defense
- Sport Teams – basketball, bowling
- Armed Forces presentations
- Site Council
- ELAC/DELAC participation

- Community Service Opportunities – Soup bowls, Ceramic Butterflies, Rotary projects, campus landscaping, City Mitigation Plantings, RUFF Library Book Project, Christmas Basket Project, YEAGA – Gang, Drug and Alcohol Awareness workshops, Youth Energy Summit projects
- Roseville Veteran’s Day and Holiday Parades
- Newspaper coverage
- Special Interest Clubs – Japanese Club, Interact Club, ASK, GSA, Peer Helpers
- Weekly student calendar/student announcements
- Summer volunteer opportunities at Confluence Festival
- Art –Sierra College portfolio event, AHS Art Show and Exhibits, Blue Line Gallery shows
- Categorical funding support - district
- field trips
- Abundant Life Fellowship – Graduation ceremony and workshops
- American River College – workshops on giving speeches, listening skills
- Student Representative – District Board
- RPAL



Part of Adelante High School staff's efforts to create a system of support is to provide a positive environment that helps students develop a sense of commitment to the school community.

Evidence:

- Social Events
 - Welcome Back to School - Ice Cream Social/ music
 - Winter and Spring Break – Refreshments/ music
 - Movie Nights
 - Senior Luncheon – honoring graduating seniors before the ceremony
 - End of School – Ice Cream Social/ music
 - End of grading period barbecue/ music
- Whole school events - Back to School Night, Setting Goals Assembly, Gang Awareness presentations, Career Fair, Dia de los Muertos, Spirit Week, Red Ribbon Week, Kids Can Food Drive, Talent Show, Fun Day, Chess competitions, 2 on 2 Basketball Tournament, school dances, All Year Reunions, Art Shows, Facility Plan meetings, candy gram sales
- Counseling programs: Peer Helpers, Girls Group, Boys Group, Leadership
- AHS Leadership Class – Positive role models, planning school activities, events
- YEAGA – Positive role models, peer support
- Ballet Folklorico
- Student participation in developing school rules and expectations – dress code, schedules, student surveys
- Teacher and office aides – positive role models
- Community Service or Grant Projects on campus that foster a sense of ownership and stewardship (design, plantings, maintenance, murals,)

As a result of the findings from the enrollment interview and as a result of getting to know the students over time, provisions are made available for personal and family assistance.

Evidence:

- Counseling Resources
- Infant /Toddler Program and Parenting Class –WIC, TAPP
- Special Education – IEP and SST meetings
- Roseville Police Department, Placer County and Sacramento County Probation partnerships
- Youth Service Officers (Roseville Police Department)
- Workshops and training for parents
- Steve Williams – District Director of Pupil Personnel
- Assistance League of Greater Placer County – personal grooming kits, school supplies, high chair for cafeteria, backpacks, pencils and paper
- Operation School Bell – Students referred for free clothing and shoe shopping
- Health Screening – Hearing and eye tests, dental screening and referrals for individual needs. Tuberculosis tine testing.
- Free and reduced lunch and transportation to and from school
- McKinney-Vento – homeless assistance



A continual challenge has been making students aware of the processes and activities available to them and then to ensure that they get engaged and eventually make stronger ties to school and career goals. Group or club opportunities offered on campus to support students include:

- Interact Club
- Positive Power
- Anger Management
- Teaching Pro Social Skills
- Drug/Alcohol
- Bereavement
- Girls Group
- Boys Group
- GATE Opportunities
- Decision Making and Skills
- Gay Straight Alliance

This student population has a history of a lack of “connectedness” to school. We work to continually draw in those students who are consistently practicing or maintaining a culture of non-engagement. Student surveys attest to the difficulty of getting students involved, and thus the lack of connectedness they continue to experience. Figure E6

Figure E6 (General Student Survey – Fall 2011)

1. I look forward to coming to school each day.			
a. Strongly Agree	5	9.1%	56.1%
b. Agree	26	47.0	
c. Disagree	17	31.0	43.7
d. Strongly Disagree	7	12.7	
2. I am proud to tell others that I go to this school.			
a. Strongly Agree	15	27.0%	65.2%
b. Agree	21	38.2	
c. Disagree	16	29.0	34.4
d. Strongly Disagree	3	5.4	
3. This school offers plenty of activities (e.g. athletics, clubs, art, etc) for students to get involved with.			
a. Strongly Agree	4	7.2%	40%
b. Agree	18	32.7	
c. Disagree	23	42	60
d. Strongly Disagree	10	18.	
7. I am involved in extra-curricular activities at my school (sports, clubs, leadership, etc.).			
a. Strongly Agree	7	12.7%	36.3%
b. Agree	13	23.6	
c. Disagree	19	34.5	63.5
d. Strongly Disagree	16	29.0	



The 2011-12 CHKS Report confirms the challenges we face to make student aware of opportunities and to get them involved:

School Connectedness:

I feel close to people in this school	
Strongly disagree	16%
Disagree	14%
Neither agree nor Disagree	34%
Agree	24%
Strongly Agree	11%
I am happy to be at this school	
Strongly disagree	18%
Disagree	19%
Neither agree nor Disagree	23%
Agree	21%
Strongly Agree	21%
I feel like I am a part of this school	
Strongly disagree	13%
Disagree	12%
Neither agree nor Disagree	34%
Agree	21%
Strongly Agree	16%

Opportunities for Meaningful Participation:

I do interesting activities at school	
Not At All True	35%
A Little True	28%
Pretty Much True	21%
Very Much True	16%
I help decide things like class rules and activities	
Not At All True	57%
A Little True	20%
Pretty Much True	15%
Very Much True	8%
I do things that make a difference at school	
Not At All True	36%
A Little True	32%
Pretty Much True	18%
Very Much True	13%



WASC Category E: School Culture and Support for Student Personal and Academic Growth

Areas of Strength: FOCUS GROUP E

- Community Involvement
- Collaboration and support via County wide health and human support agencies
- ELL and Bilingual Support
- Safe, clean, orderly school environment
- Support among various aspects of Law Enforcement
- Use and review of current research, innovations and practices to support efforts to improve student learning
- Collaboration time for PLT
- Common sense of purpose on improving student learning
- Staff that has high expectations and establishes caring relationships
- Approach to counseling is school wide
- Students, regardless of abilities, are supported
- Use of technology to help students achieve the standard-based curriculum
- ELL support
- District support
- Student and family support mechanisms available
- Co-curricular activities are connected to the standards and ESLRs

Areas of Growth: FOCUS GROUP E

- Communication with Parents
- Developing “Team” Trust and Respect
- Develop more activities and engage more students in existing activities which will help to “connect” students to school and career goals
- Develop formal processes to regularly review students and schoolwide profiles
- Develop Personalized Learning Plan