Adelante Continuation High School

350 Atlantic Street • Roseville, Ca. 95678 • (916) 782-3155 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Roseville Joint Union High School District
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School Description

Located near the Roseville, CA railroad tracks and backed up to a nature reserve, Adelante High School is one of eight school sites in the Roseville Joint Union High School District. Along with Independence High School and Roseville Adult School, Adelante is one of three alternative school settings offered by RJUHSD.

As a fully accredited continuation high school, Adelante offers the same core course graduation requirements as the traditional high schools within the district. The difference between the comprehensive school site and Adelante lies in the number of credits necessary for graduation, with Adelante requiring 40 less elective credits than other sites. The vast majority of students come to Adelante from the five comprehensive high schools in the district, transferring to AdHS for a variety of reasons: credit deficiency, truancy, or simply due to having had difficulty adapting to the traditional high school setting. Our students range from ages 16-19 years old with 8-10% of students enrolled in an ELD course and 15% of students enrolled in a Special Education course. We recognize the importance of providing opportunities for students to improve their basic skills while working on completing core academic courses in a timely manner. Students are able to enroll at AdHS during four specific transfer windows during the course of the school year, resulting in enrollment numbers varying throughout the school year. Our CBEDS report shows that student enrollment has declined over the last few years; this year the number on CBEDS day remained consistent with the previous year, reflecting 110 students. While that total enrollment number may change throughout the school year, the actual number of students who are served at Adelante throughout the year may reach a number anywhere between 230 and 260 students. As such, it becomes our responsibility to have the flexibility to meet the academic needs of each individual student at the time of his/her transfer.

To assist with student transition to Adelante, AdHS embraces the tenets of Positive Behavioral Intervention Supports (PBIS), celebrating student success for academics, attendance, participation, and behavior. PRIDE serves as Adelante's guide in communicating to students behavioral expectations: Be Prepared, Respectful, Involved, Disciplined, and Efficient. The site holds quarterly drawings for PRIDE pass winners, in addition to teachers and administrators providing daily student acknowledgements of a job well done. Our newest development with PRIDE passes comes in the form of a PRIDE Student Store; students may purchase snacks, school swag, and other rewards using their PRIDE passes. Staff wear PRIDE shirts each Monday and school colors on Friday. In efforts to create an involved school culture, annual celebrations include fall and spring Spirit Week, quarterly quad celebrations hosted by Leadership Class, and the end of year PRIDE Celebration. Additionally, annual career events include the Financial Reality Fair each fall and the Career Fair each spring. Field trips to local community colleges and career institutes characterize Adelante's desire to get students into the community and provide opportunities for students to see what may come after high school graduation.

In addition to supporting students academically with academic tutors, a 4th period credit recovery, and after school tutoring, the school further looks to support student social and emotional needs. Adelante benefits from having social work interns on campus that provide a listening ear to students and facilitate student selected groups that range in topics from grief counseling, to drug and alcohol use, to anger management. Social work interns also pull students during 4th period credit recovery to speak with students one-on-one about patterns of behavior or to simply conduct follow-up meetings and provide community resources. Our Marriage Family Therapist (MFT) proves an invaluable addition to the Warrior Team. Family engagement sessions, weekly sessions with students, daily drop-in sessions with students, and co-facilitated Town Hall meetings describe just a few of the organized social and emotional supports provided by this position.

In order for students to compete in a post-graduation world, students must possess basic technology skills. To that end, classrooms possess new HDTVs, Google Chromebox computers, with most classes having access to document cameras. Wi-fi accessibility exists campus-wide. Our technology infrastructure will continue to be updated as needs change in curriculum and assessment. The school has two computer labs shared with Adult School. All classrooms, including Special Education, have access to Chromebook carts, resulting in a student to electronic device ratio of 1:1, the only school in the District to reach this number. Teachers currently receive technology training in the Google Suite along with other education applications for use in instruction and assessment.

Parents may contact our office or their son/daughter's teacher at any time to get current information about their student's progress. Students and parents are also able to access grades, attendance, and homework assignments, which are available through Homelink, a web-based program. Additionally, Adelante mails home student progress reports and report cards in order to ensure that parents and guardians are informed of their student's progress. Our school website provides information about testing dates, school-wide activities, Site Council meeting minutes and dates, graduation information, staff information, and an interactive calendar.

Adelante High School provides an alternative-learning environment, dedicated to academic, personal, and emotional development. During the 2016-2017 the school vision and mission was updated along with Student Learning Outcomes.

Vision: Every student, every day: Prepared. Motivated. Challenged.
Mission: We empower students to develop academic, personal, and social skills necessary for success in a 21st century society. Out Alternative Education program focuses on developing the "whole student", by emphasizing transferable skills leading to literate productive citizens. Our revised Student Learning Outcomes are as follows:

Warrior PRIDE
PREPARED: Life and Career Skills
Developing thinking skills, content knowledge, social and emotional competencies to navigate complex work and life environments.

RESPECTFUL: Global Awareness
Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

INVOLVED: Engaged and Informed
Participating in school and community events
Accessing information accurately and effectively

DISCIPLINED: Focused Learning
Managing behaviors to increase productivity
Prioritizing, planing, managing and working to achieve the intended result

EFFICIENT: Task Completion
Focusing on task completion
Making use of support systems and available resources

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	2
Grade 11	31
Grade 12	65
Total Enrollment	98

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	4.1
Asian	4.1
Filipino	1
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0
White	39.8
Two or More Races	6.1
Socioeconomically Disadvantaged	52
English Learners	11.2
Students with Disabilities	6.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Adelante Continuation High School	15-16	16-17	17-18
With Full Credential	11	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Roseville Joint Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	466
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Adelante Continuation High	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Edge Reading Writing and Language Series (Level B, Level C), Hampton-Brown/ 5-22-2012 ISBN: 0736234535, 0736234543 Literature & Language Arts 3rd Course, 4th Course, 5th Course, Holt / 5-6-2003 ISBN: 0030564948, 0030564964, 0030564972 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Carnegie Integrated Mathematics, Carnegie Learning/ 3 ISBN: Contact Curriculum **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Earth Science, McDougal-Littell/ 6-3-2003 ISBN: 0618115501 Biology, 9th Edition, Thomas Learning/ 8/23/2011 ISBN: 0131375040 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Wold History the Modern World, Pearson Prentice Hall/ 6-6-2006 ISBN: 0131299778 United States History Modern America, Pearson Prentice Hall/ 7-18-2006 ISBN: 0132516357 Economics, Holt/ 7-19-2005 ISBN: 0030646847 Magruder's American Government, Pearson Prentice Hall/ 7-20-2010 ISBN: 0133731723 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	Glencoe Health, McGraw-Hill Education/ 4-28-2015 ISBN: 0078913248 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption** N/A **Percent of students lacking their own assigned textbook:** 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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

All facilities are maintained and repaired to ensure proper working order and a safe environment for all educational and instructional activities. Site Administration conduct safety "walk arounds" to ensure that all facilities receive inspection on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated. With the recent passing of a bond, Measure D, Adelante will receive much needed deferred maintenance upgrades such as roofing projects, new carpet and paint, and possibly new siding on several portable buildings. Furthermore, we look to begin necessary facility changes in order that our students may benefit from a fully functioning science room, where regular science labs may occur following safety protocols, but also so that our students may experience the curriculum necessary to offer A-G science courses. Labs are necessary to meet this A-G requirement.

School safety is further facilitated through the implementation of Positive Behavioral Intervention Supports (PBIS), a program looking to address school culture and establish student behavior expectations, but also a program that assists in supporting campus beautification on the part of students. The school behavioral expectations of PRIDE encourage respect for the school campus, resulting in a school free of tagging and vandalism as well as from most litter. Before, after and during school our students are supervised by the campus monitor and Youth Service Officer and school administration. Adelante requires that all visitors check in at the office for administrative approval to be on campus. This requirement is posted at all entrances to the school.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 04-26-2017**				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Electrical cover broken. Light fixtures out. Work orders were made
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in Science for All Students					
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	21	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	20	9	75	77	48	48
Math	2	2	49	49	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	21	19	90.5	21.1
Male	15	13	86.7	23.1
White	12	10	83.3	20.0
Socioeconomically Disadvantaged	16	15	93.8	20.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	55	45	81.82	8.89
Male	32	28	87.5	14.29
Female	23	17	73.91	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	22	84.62	4.55
White	23	19	82.61	10.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	32	84.21	6.25
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	55	44	80	2.27
Male	32	26	81.25	3.85
Female	23	18	78.26	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	21	80.77	4.76
White	23	18	78.26	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	31	81.58	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Adelante High School welcomes parent involvement and looks to keep parents abreast of their student's academic progress, but also looks to keep them abreast of areas of concern that we may observe as a staff. All parents and students have access to the web-based program Homelink which permits parents to check their student's attendance, missing assignments, grades, and transcript. Additionally, the school sends progress reports home 4 weeks into each grading period as well as sends report cards at the close of each quarter. Adelante uses LCAP funds to send home hard copies of each of these reports in addition to sending home the electronic report in an effort to ensure that parents receive their student's academic progress. Attendance calls are sent out daily, communicating to a parent whether their student showed absences from school for a period or for the day. We recently created a Parent Liaison position to assist with calling home to families for students in danger of reaching chronic absenteeism status. School staff make calls home to inform parents of tutoring opportunities available to students at lunch and after school as well as to inform parents about campus events like The Open House Mixer, Career Fair, and Parent-Grad Night. We advertise opportunities to be involved through the school website, mailers, flyers, Twitter, Blackboard Connect, and Adelante's School Site Council. Our Site Council meets monthly to discuss and approve the School Plan for Student Achievement and budget proposals related to identified school goals. Lastly, we have parents complete annual surveys in order to assess the needs of our community, but also in order to provide Adelante staff with feedback with regards to communication with our families and students. These surveys are located on the school website and are passed out at campus events. If interested in being part of planning committees for school events, or would like more information, please contact Principal Amy Lloyd at 916-782-3155, ext. 1602.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The Adelante Safe School Plan includes a comprehensive procedural manual for all teachers in the event of a school crisis or emergency. "Shelter in Place", "Lockdown" and "Evacuation" drills are held each semester to ensure that students and staff are aware of emergency procedures. We conduct formal drills at a minimum of twice a year, receiving feedback from outside agencies and Adelante's Youth Service Officer (YSO). School administration and the Youth Service Officer visit individual classrooms after the drills to provide feedback regarding the students' and teachers' adherence to drill procedures. All school staff have responsibilities with direct lines of communication established to ensure consistent information. The plan contains detailed schematics of the school, rooms, and all utility locations to assist emergency personnel responding to the school. Adelante receives an annual inspection by the city Fire Marshall with findings reported to all staff. The School Safety Committee under the direction of Assistant Principal, Dwight Rogers, meets to review the safety plan, revise the plan based on new safety challenges, and to provide input to site administration and district administration as to what physical improvements need to be made on the school site to better meet safety challenges. Recently, the District contracted with Catapult, an organization that provides the school the ability to engage in real-time communication with staff and district personnel in the event of a challenge or crisis on campus. This has been utilized during regularly scheduled drills, but also has been utilized for lower level incidents that require staff members' attention.

As part of school safety Adelante tracks and pays close attention to the number of students receiving suspensions. In 2014-2015 the number of suspension decreased significantly, the lowest suspension number in years. Staff attributed this due to the fidelity of implementation of Positive Behavioral Intervention Supports (PBIS), a school and district initiative. That said, the data for the 2015-2016 and 2016-2017 school years shows a sharp increase in suspensions. This is partly due to the implementation of several new school policies, but also due to a renewed consistency in implementation of existing behavioral policies such as adherence to dress code and cell-phone policy. We expect suspension numbers to decline after students become acculturated to expectations. Last reviewed with staff: January 2018. Last reviewed with School Site Council: February 2018.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	28.3	29.1	34.5
Expulsions Rate	0.0	0.5	1.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.6	5.2	5.0
Expulsions Rate	0.0	0.1	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist	.075
Other	.6
Average Number of Students per Staff Member	
Academic Counselor	136

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	8	8	9	23	18	15						
Mathematics	8	12	13	13	10	11						
Science	8	8	10	10	9	6						
Social Science	10	9	10	17	17	14						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full-days annually) professional development training focused on curriculum implementation, instructional strategies, and assessment alignment to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing District Common Assessments in order to analyze results to determine best instructional practices and interventions to support student learning.

The district has recently taken on another professional development area that is a critical component to the learning process for students' social-emotional well-being. Research has shown providing students a positive, supportive and affirming learning environment increases student engagement. Especially so for students who have historically struggled in school. The Roseville Joint Union High School District is in the process of acquiring, developing and implementing Culturally Responsive Sustaining and Humanizing (CRSH) instructional approaches in the classroom. We believe implementing CRSH practices is imperative to closing the achievement gap in our district.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. Educator Effectiveness Program grant funds have been expended on shared strategies in workshops, conferences, professional learning teams, and other forms of professional development as available from Professional Development Specialists, our math coach, our Instructional Technology Coordinator, and site leaders. This training occurs during school, after school, weekends, and during our 3 Professional Development Days.

New staff gain initial awareness of district professional development priorities each year through New Teacher Induction and site and district orientation. General staff professional development is guided by Content Teacher Leaders from each school site. PD efforts include administrative and peer-teacher coaching, tracking and reporting of student performance district and school-wide, as well as other specific professional development strategies that compliment college and career-readiness. These may include close reading, academic vocabulary and discourse, collaboration, argumentation, etc. For the most part, all teachers have vetted and revised Essential Learning Objectives across the district. Teachers have piloted instructional materials and assessments needed for full-implementation while preparing students for success on the Smarter Balanced Assessment (SBAC).

Site specific professional development includes training for staff in Love & Logic, a program that provides teachers with the tools to de-escalate students and diminish power struggles within the learning environment. Paired with our PBIS initiative and all staff attending Non-Crisis Intervention Training over the last two school years, a targeted approach to supporting students' social and emotional needs has occurred. Training in the Google Suite characterized the targeted site training for the 2016-2017 school year, with teachers creating Google Classroom platforms in order for students to access information and assignments outside of the school day.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,871	$50,221
Mid-Range Teacher Salary	$75,081	$83,072
Highest Teacher Salary	$98,338	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		$128,094
Average Principal Salary (HS)	$147,125	$146,114
Superintendent Salary	$215,642	$226,121
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				Average Teacher Salary
Level	Expenditures Per Pupil			
	Total	Restricted	Unrestricted	
School Site	$20,382	$1,666	$18,716	$88,330
District	♦	♦	$7,980	$82,010
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			134.5	7.7
Percent Difference: School Site/ State			184.7	6.7

* Cells with ♦ do not require data.

Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and District-wide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Naviance, Equal Opportunity Schools Program, College Visits, PSAT for all 10th graders and Credit/ A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afterschool hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns.

In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

Site specific professional development includes training for staff in Love & Logic, a program that provides teachers with the tools to de-escalate students and diminish power struggles within the learning environment. Paired with our PBIS initiative and all staff attending Non-Crisis Intervention Training over the last two school years, this year we have sent several teachers to workshops around working with students facing adversity and risk as well as workshops focused on supporting students in the classroom working with mental health challenges. Additionally, School Site LCAP funding for the 2017-2018 school year has sponsored CPR certification training for students, field trips related to content and career topics. Lastly, we purchased NewsELA Pro, an online literacy tool, to support providing students with individual feedback on meeting reading standards, but also to support literacy goals by providing high interest articles for students not traditionally drawn to reading.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Adelante Continuation High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	36.9	26.8	26.3
Graduation Rate	44.62	56.34	55
Roseville Joint Union High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	3.1	3.5	4.4
Graduation Rate	93.69	93	92.63
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	58.0
% of pupils completing a CTE program and earning a high school diploma	0.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.91
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	1.82

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	75.34	92.21	87.11
Black or African American	100	89.53	79.19
American Indian or Alaska Native	0	83.33	80.17
Asian	0	97.46	94.42
Filipino	100	93.18	93.76
Hispanic or Latino	57.14	87.26	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	92.31	93.17	90.99
Two or More Races	75	94.12	90.59
Socioeconomically Disadvantaged	70.37	91.8	85.45
English Learners	14.29	29.31	55.44
Students with Disabilities	16.67	37.41	63.9
Foster Youth	50	85.71	68.19

Career Technical Education Programs

Adelante High School houses a fully operating wood shop, along with an Infant Toddler Learning Center. To support our students in pursuing post-graduation options outside of the traditional college setting, students attend field trips that address career and technical opportunities. Examples of these opportunities include field trips to University Technical Institute (UTI), Berco Lumber, The Art Institute, Culinary Arts Institute, Career and Technical Day at Sierra College and the Construction Trade Fair in Sacramento. Additionally, the school hosts an annual Financial Reality Fair each fall and the Career Fair each May in partnership with Leadership Roseville. Most recently, Adelante offers CPR certification for students and opportunities to participate in the new Building Leaders of Tomorrow (BLOT) program, a program recognized by Sierra College and their Business CTE pathways. Students create business plans and design websites to market their creations. For information about the District's Career Technical Advisory Committee, please contact Kim Wolfe, the school counselor at (916) 782-3155.

DataQuest

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

Internet Access

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