



Adelante Continuation High School

350 Atlantic St. • Roseville, Ca. 95678 • (916) 782-3155 • Grades 9-12

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<http://www.rjuhsd.com/adelantehs>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Roseville Joint Union High School District

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School Description

As a fully accredited continuation high school, Adelante offers the same core course graduation requirements as the traditional high schools within the Roseville Joint Union High School District. The difference between the comprehensive school site and Adelante lies in the number of credits necessary for graduation, with Adelante requiring 40 fewer elective credits than other sites. The 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. While the total enrollment number at any given time 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 195 and 210 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 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 an effort to create an involved school culture, annual celebrations include 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 to provide opportunities for students to see what may come after high school graduation.

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, School 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.

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. Our Alternative Education program focuses on developing the "whole student", by emphasizing transferable skills leading to literate productive citizens.

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, planning, 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	34
Grade 12	67
Total Enrollment	102

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.9
Asian	2
Filipino	2
Hispanic or Latino	40.2
White	46.1
Two or More Races	4.9
Socioeconomically Disadvantaged	63.7
English Learners	6.9
Students with Disabilities	10.8
Foster Youth	2
Homeless	15.7

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 for Adelante Continuation	17-18	18-19	19-20
With Full Credential	11	11	11
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roseville Joint Union	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Adelante Continuation High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

Students have access to all required textbooks adopted by RJUHSD. The District adheres to required adoption processes. Most recent textbook adoptions include those for US History. During the 2019-2020 school year, Economics textbooks are under review as well as textbooks related to the Integrated Math series.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

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	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	World 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	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 center, a science lab, a full wood shop and a multi-purpose/cafeteria, making Adelante home to one of the most comprehensive continuation school facilities in the county. Half of the classrooms and office buildings were replaced at the beginning of the 2007-08 school year as part of a three phase renovation project for the school. 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 conducts safety "walk arounds" to ensure that all facilities receive inspection on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated. With the recent passing of a bond, Measure D, Adelante received much needed deferred maintenance upgrades such as new asphalt in the parking lot and on the basketball court, new carpet and paint in classrooms, and an upgraded science classroom that permits a full range of labs to be run meeting the new science standards and curriculum. Additional facility improvements include lock changes on campus doors to permit staff to lock the classroom door from the inside of the room rather than having to step outside and lock the door. This facility improvement aligns with campus safety efforts. During the 2019-2020 school year, staff and students received access to new water filtration stations, permitting all members of the community to access clean and safe drinking water free from contamination.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 04/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Repairs were noted and work orders were made. 5 minor paint peeling from furniture. 4 paint peeling on back wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repairs were noted and work orders were made. 15 2 ceiling tiles stained. 5 2 ceiling tiles stained.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	Repairs were noted and work orders have been made.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	4	72	74	50	50
Math	3	0	49	48	38	39

Note: 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.

School Year 2018-19 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	60	48	80.00	4.17
Male	33	26	78.79	3.85
Female	27	22	81.48	4.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	17	15	88.24	6.67
White	36	26	72.22	3.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	32	82.05	3.13
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	60	54	90.00	0.00
Male	33	29	87.88	0.00
Female	27	25	92.59	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	17	16	94.12	0.00
White	36	31	86.11	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Adelante High School welcomes parent involvement and looks to keep parents abreast of their student's academic progress, but also looks to keep parents 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 four weeks into each grading period as well as sends report cards home 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.

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, Aeries Communication, and Adelante's School Site Council. Our Site Council meets monthly to discuss and approve the School Plan for Student Achievement and review budget proposals related to identified school goals. Our newest Warrior staff member, Ana Luna, serves as our Parent and Student Engagement Liaison and hosts parent information evenings related to student and parent need. She supports Spanish translation needs for parents and guardians. Families should feel free to contact her at anytime.

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 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. During the 2019-2020 school year, Adelante received detailed feedback from an outside organization regarding what facility changes could enhance Adelante campus safety. This feedback also pertained to procedural and training needs for students and staff.

The School Safety Plan contains detailed schematics of the school 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, Sybil Healy, meets to review the safety plan, revise the plan based on new safety challenges, and to provide input to site administration and district administration as to what physical improvements need to be made to the school site to better meet safety challenges. 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. One such example includes purchasing campus first-aid backpacks and portable toilets. Lock Blocks adhere to each door in the building, permitting staff to react quickly to locking doors in the event of an emergency. Additionally, a window was installed in the YSO's office door, providing visibility to campus at all times.

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

As part of school safety Adelante tracks and pays close attention to the number of students receiving suspensions, particularly related to creating a hostile education environment or drug use. In response to high suspension numbers, staff continues to push forward with implementation of Positive Behavioral Intervention Supports (PBIS) and, this school year, training of administration, school counselor, and several teachers in Restorative Practices. We report a decline in suspensions. Furthermore, we engage in greater work this school year educating our students and our parents about the negative impacts of vaping culture, sending home statistics and updates electronically, hosting a parent education evening in September and January, and providing information to students and parents during conferences. In response to an increase in vaping incidents on campus and across the district, we received a grant to provide education to students and families about the impact of vaping on teens. The grant includes a staff member that will present information sessions to Adelante students via Health and Eat for Fitness classes. Depending on feedback from these lessons, additional lessons may expand to include PE classes, permitting all students to receive information about vaping and the effects of vaping. Last reviewed with staff: January 2019. Last reviewed with School Site Council: January 8, 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	34.5	29.6	24.8
Expulsions Rate	1.0	0.5	0.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.0	4.7	3.2
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	102.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.6

* 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)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	9	15			12	13			12	12		
Mathematics	13	11			13	12			13	11		
Science	10	6			10	6			14	5		
Social Science	10	14			9	15			11	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

The RJUHS has recently taken on other professional development areas that addresses social emotional learning and wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. Especially so for students who have historically struggled in school. The RJUHS is in the process of acquiring, developing and implementing two approaches that address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups.

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. The RJUHS focus on digital equity ensures that every student will have a personal digital device for learning by the 2020-21 school year. In the meantime, every student will have access to a digital device during school hours on school campuses. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer.

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes

but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

Site specific professional development includes exposure to Culturally Responsive Teaching, with a focus on supporting students engage in civil discourse and argumentation skills - how does one make a claim and support with evidence while respectfully disagreeing with another's opinion or claim? This work came about as a result of looking at referral data, the types of conflict mediation called for between students, student learning data, and surveys completed by students and staff regarding school culture. Teachers engaged in a Speak Up campaign fall semester; this work focused on using the strategies of Interrupt, Question, Echo, and Educate when responding to biased language made by students, staff, or parents. This is ongoing work that will need to be revisited frequently. During the 2019-2020 school year, two teachers received targeted coaching in direct instruction strategies as well as targeted coaching and feedback on how to provide specific and timely praise to students.

To support the above efforts, 30% of staff took on learning about Restorative Practices with Administration focusing on implementing Restorative Conferences as a means to interrupt referral or suspension recidivism and as a means to promote student-teacher relationships. For those staff that did not attend formal training, several Monday staff meetings were devoted to modeling the set-up and the logistics of implementing circles, examining prompts for daily circle use, and using circles for an academic purpose. All of these efforts coalesce in the work that Adelante and RJUHSD have engaged in around Continuous School Improvement (CSI). Staff have attended targeted professional learning days focused on data analysis in order to create intentional school plans based on demographic, perception, and learning data trends. Additionally, this professional development focuses on providing staff with protocols and procedures to support data analysis so that best practices of schools responding to data may be internalized by all stakeholders.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,598	\$52,466
Mid-Range Teacher Salary	\$77,733	\$87,373
Highest Teacher Salary	\$101,811	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$150,507	\$153,904
Superintendent Salary	\$223,693	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	33%
Administrative Salaries	5%	5%

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

Types of Services Funded

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

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

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

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afters school 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 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$20,063	\$1,857	\$18,206	\$84,914
District	N/A	N/A	\$1,989	\$70,123
State	N/A	N/A	\$7,506.64	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	160.6	19.1
School Site/ State	83.2	5.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Site specific expenditures for LCAP include supporting literacy efforts with the purchase of NewsELA Pro, an online reading platform that tracks students' reading comprehension related to literacy standards. Additionally, monies support teacher professional development in the areas of English Learner topics, math, and social/emotional and mental health strands of learning. We support students earning CPR certification as a means to address our mission statement of providing transferable skills for students, permitting students to graduate with resume ready experiences. A large portion of these monies pays for student field trips to community colleges, University Technical Institute, Art Institute, and construction trade fairs. Lastly, LCAP funds are used to purchase 12 LiveSchool licenses for our PBIS program, providing each student with a bank account to track their PRIDE Passes.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Adelante Continuation High	2015-16	2016-17	2017-18
Dropout Rate	26.3	31.6	35.7
Graduation Rate	55	41.8	60

Rate for Roseville Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	4.4	6.3	9.2
Graduation Rate	92.6	90.1	89.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	71
% 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

Career Technical Education Programs

To address career and technical education, 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), Citrus Heights Beauty College, The Art Institute, Culinary Arts Institute, Career and Technical Day at Sierra College, American River College, Consumes River College, and the Construction Trade Fair in Sacramento. Additionally, the school hosts an annual Financial Reality Fair each fall and a Career Fair each May in partnership with Leadership Roseville. Most recently, eligible students have enrolled concurrently in medical assisting certification programs and automotive repair courses at Roseville Adult School. Creating and implementing Career Technical Education Programs remains an area of opportunity for Adelante. In the future, with the support of RJUHSD, we hope to provide students with a broader range of CTE options. 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.12
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.