The Single Plan for Student Achievement

School: Adelante Continuation High School

CDS Code: 31669283130309

District: Roseville Joint Union High School District

Principal: Amy Lloyd

Revision Date: 12/4/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Adelante Continuation High School's Vision and Mission Statements
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.

School Profile

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.

Over the course of the last 10 years, the campus has been updated with landscaping, new classrooms, a new administrative building, and technology. All classrooms possess LCD projectors, with most classes having access to document cameras, and 10 out of 12 classrooms home to a Smartboard. 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 regularly used computer labs, in addition to having two classrooms that possess mobile laptop carts. All other classrooms, including Special Education, have access to Chromebook carts, resulting in a student to electronic device ratio of almost 1:1. Teachers currently receive technology training in Google applications along with other education applications for use in instruction and assessment. Monthly meetings with the District Technology Director ensure that our site remains technologically relevant.

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 have 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 9% 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; however, this year the number dropped to only 105 students, the lowest number in years. 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 200 and 350 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. Staff wear PRIDE shirts each Monday and school colors on Friday. In efforts to create an involved school culture, this year will find Adelante hosting its third prom celebration in the history of the school with the Leadership class working hard to procure donations and eliciting student feedback regarding the event's theme and location. Annual celebrations include fall Spirit Week, the Financial Reality Simulation, Career Fair, and the PRIDE Luau. Additionally, 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 lunch and after school tutoring, the school further looks to support student social and emotional needs. Partnering with Sacramento State, Adelante is able to benefit from having two 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.

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 and ELAC 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. The mission of Adelante High School is to provide a supportive, structured educational environment designed to assist students who want or need an alternative to the traditional high school setting. Students will be accepted, educated, mentored, and nurtured to become productive, participating citizens. Our vision is that every student will graduate and be prepared to complete in community college, a career/technical institute, the military, and more.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We conduct a number of surveys throughout the year, with the target audience being students, parents, and staff. With the LCAP and the new LCFF, we felt it important to survey our students to find out their interest in attending after school programs that could be funded by the LCAP and Title I money, in addition to inquiring of them what types of programs they would most likely attend. Similarly, we ask students to report their overall feeling of academic and emotional support at Adelante. The results show that 17% of students surveyed would attend after school study hall and 83% of students surveyed are aware that this is currently provided during lunch and after school. To date, approximately 20% of our students have attended after school tutoring. 55% of students surveyed regularly, or occasionally, check their grades, attendance, and missing assignments using Homelink, the web based program sponsored by the District. 46% of parents reported that they regularly or occasionally check their students' grades and assignments. We must ask whether this low percentage of parents reviewing student grades is due to lack of familiarity with the platform, lack of technology and internet access in the home, or due to the student being 18 and having thus removed parental permissions to the grade and attendance information. Students report feeling that 80% of their teachers are "good" and 74% of students desire to attend college. That said, 48% of students at the time of the survey reported failing at least one class. There exists a disconnect with what students state they desire post-graduation and the actions required to make those post-secondary plans a reality.

Our second survey is given over the course of the school year, asking parents about their level of satisfaction with communication from the school, particularly as this area was found to be an area of growth opportunity after our last WASC visitation in 2012 and emphasized again after our progress check in spring of 2015. Results from these surveys consistently report that parents are interested in their student attending field trips that assist their student in exploring post-graduation opportunities, be that community colleges, universities, or career & technical institutes. How to actively engage our parent population and receive their feedback continues to challenge our staff, particularly as 20% of our families do not possess internet access in the home.

Several more surveys are administered throughout the year, including the California Healthy Kids Survey, in order to gather student voice to assist in guiding staff in decision making around implementing the District initiative of PBIS (Positive Behavior Intervention Supports) and to elicit student input in master schedule course offerings.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Eight of the 11 certificated staff members are in a formal evaluation year, with two of those eight teachers in their first two years with the district, and one of those teachers in their first year of teaching. The two probationary teachers experience two full observation cycles characterized by teachers submitting unit plans to the principal and being observed twice in each cycle, followed by post-observation debriefs, and concluding with an interim and a final evaluation. Five tenured teachers complete this cycle as well, but only once during the school year as opposed to twice. The principal conducts daily walk-throughs and these are tracked

using a Google form, permitting the principal to see which classes are visited most heavily and how frequently students are exposed to learning goals that contain content, language function, and product. Walk-through forms are shared with the teacher visited. Based on the walk-through data, professional development is designed to address the increased need for teachers to post learning goals that contain a language function and product as well as explicitly model the required learning task for their students. These findings align with the need for more professional development around language production scaffolding techniques to close the academic language gap that exists for many Adelante students. Furthermore, money has been approved by School Site Council to set aside money to support teachers observe other teachers at Adelante and other sites within and outside of RJUHSD.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The former California High School Exit Exam (CAHSEE), current District Writing Assessments, District Common Assessments, and the California English Language Development Test (CELDT) serve as the main summative assessments to mark student achievement at Adelante. With the suspension of the CAHSEE, closer examination of student results in math and English on the California Assessment for Student Performance and Progress (CAASP) assessment must occur, particularly in the area of assessment strands. It is our goal to move more of our students beyond scoring "standard not met" on the math assessment. In English we push to increase the number of students receiving a 3, "standard met" on the assessment, making the student eligible to enter directly into college ready English courses with no remediation needed. With the majority of our students scoring "standard not met" in all strands on the SBAC math assessment, our teams are provided with few areas of prioritization regardless of the demographics of student test takers. For example, 90% of our students require math support in all math strands. English finds our students slightly more successful, with five of our 43 students last year scoring an overall "standard met". As a result of the majority of student performing below standard on the CAASP, it becomes imperative that, course by course, teachers establish essential learning outcomes and assessments aligned to these outcomes. Analysis of these results in turn drives the instruction and the discussion of what constitutes "good enough" as related to assignment of grades. We hope that some type of exit exam soon replaces the former CAHSEE so that we may recieve summative assessment results that are useful for our students and teaching staff in moving student achievement forward.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Curriculum-embedded assessments designed by each of the district's content specific Common Core Advisory Teams (CCAT) are administered quarterly to students. As these assessments are in the development or revision stage; the results of these assessments at this time provide only a snapshot of student achievement, and, consequently, may not be used for longitudinal analysis. Adelante site Professional Learning Teams (PLTs) develop, administer, and analyze common formative assessment (for learning) and summative assessments (of learning). These assessments serve as the primary curriculum-embedded assessments used to modify instruction. Teachers review and sometimes present the results of these assessments in their weekly PLT meetings and in staff meetings. From these assessment results, student hotlists are created and these lists are in turn used to shape intervention and differentiate instruction. Student hotlists and their progress are published quarterly with teaching and counseling staff. Analysis of PLT meeting minutes and grade reports revealed a need for teachers and PLTs to become more normed in effective grading practices. As a result, this school year Adelante teachers and administrators participate in a book study of Ken O'Connors A Repair Kit for Grading - 15 fixes for broken grades. Meeting performance goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    10 of 11 teachers at Adelante meet highly qualified status. One teacher does not currently possess their CLAD certification (Crosscultural, Language, and Academic Development), but is sponsored by the District to receive this certification by the end of the 2015-2016 school year. Supported by the District, Adelante experiences a minimum-day schedule each Monday in order to implement the research-based Professional Learning Community (PLC) model to guide student learning and achievement. Teachers meet by content area to align curriculum, create common lessons and assessments, analyze student results on these assessment, and plan intervention or extension activities based on student assessment results. Adelante teachers participate in a PLT showcase at the end of each semester, sharing with their colleagues and administration an example standard, assessment, and intervention the PLT addressed. PLT's report out what worked well with their implementation as well as next steps the team must take to better meet the needs of students. Those teachers that do not "fit" with a team, visit a PLT at Roseville High School in order to participate in a collaborative process and gather new curriculum and assessment ideas. Teams produce weekly PLT minutes which are reviewed and commented on by administration.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    Teachers attend ongoing professional development sponsored by the school district . Some highlights this year include one science teacher attending trainings on the NGSS standards, cultural competence training for a cohort of Adelante teachers, and an opportunity for math teachers and our ELD teacher to attend training on academic language and vocabulary assessment. Additionally, teachers at Adelante continue to practice creating and implementing the Gradual Release of Responsibility Model (GRR) lesson design in order to more tightly align instruction with student academic needs and address components of Common Core State Standards (CCSS) implementation. All teachers attend the three days of District professional development focused on technology and content area breakout sessions. As a school site, we have also allocated monies to send teachers to training that are aligned with our school site goals. Mini-trainings are offered during prep periods and after school on a variety of instructional strategies, for example, Tier III vocabulary and writing effective learning goals. These trainings are led by the principal and the District Professional Development Team. Meeting performance goals.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Based on student achievement, classroom observations, and WASC and FPM (Federal Program Monitoring for ELD programs) recommendations, administration with the feedback of School Site Council develops school goals and, therefore, areas of need for professional development. A four-part series on the Gradual Release of Responsibility (GRR) lesson design model was provided to whole staff on Monday staff meetings during first semester last school year in order to build on previous professional development around learning targets, annotation and close-reading strategies for the implementation of the CCSS. Teachers continue to build upon this model and receive feedback on implementation through administration walk-throughs and formal observations. Aligned with our SSPSA goals, math teachers and the principal attended a Mike Mattos session on Response to Intervention and shared learnings with the whole staff. Much of the teachers' and administrators' work this school year has been around the tenets set forth by Mike Mattos - establishing essential learning outcomes for students course by course in order to provide systematic intervention to struggling students. Consequently, the Social Science PLT has taken four days outside of the school day to develop a common scope and sequence of curriculum, develop common formative and summative assessments, and determine common tier II and tier III academic vocabulary. These actions further align with District goals around the implementation of highly effective PLTs. Similarly, the math and English PLTs will take an additional two days outside of the regular school day to continue the work begun as outlined by Mike Mattos. In connection with this work, Adelante sends teacher annually to the two-day Kate Kinsella training: "Tools to Prepare English Learners for Common Core Informational Text & Analysis & Response to Demands".

    In order to address student engagement and school climate as set forth by the priorities of LCAP, all certificated staff experienced four one-day sessions with Dr. Curtis Acosta around humanizing and culturally relevant pedagogy. PLTs will develop and present a lesson to peers which adheres to the methodological framework for this pedagogy. In tandem with this series, three teachers attended as a cohort three days of District professional development by Dr. Curtis Acosta on cultural competency. Other professional development includes mini-sessions offered during prep periods or after school on writing effective learning goals and establishing common understanding of tier II and tier II academic vocabulary as our students possess large academic language gaps in speaking and writing as evidenced by assessment results. Teachers attend district sponsored professional development for specific content areas. Exceeding performance goals.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A District Math Coach position is in place to support the philosophical and pedagogical shifts in addressing the CCSS for math and the new Integrated Math curriculum. This position meets monthly with the math teachers at Adelante and as requested by administration or teachers. Teachers in the core subject areas meet on District Professional Development days to review common lesson designs in response to district common assessments and the CCSS. Further support comes in the form of BTSA support providers for our teachers new to the profession, mini-trainings with the district technology advisor, and ongoing pedagogical training by the district professional development team. The ELD teachers on campus benefit from multiple days each year focused on refining ELD benchmark assessments and curriculum pacing. School Site Council approved monies to support teacher peer observation on and off school site. Meeting performance goals.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs each Monday from 2 - 3:00 PM. Teachers meet by core subject area, with some groups working on multiple subjects: English, Social Science, Math, and Science. Our art and physical education teachers divide their collaboration time, sometimes meeting together and sometimes visiting their counterparts at Roseville High School. Additionally, the master schedule permits all teachers to share a common prep to discuss interdisciplinary projects, shared students, field trips and more. Furthermore, eight teachers this year receive extended PLT hourly pay to identify, define, and articulate essential learning standards and outcomes by course in order to create more effective interventions for all of our students. As mentioned above, each semester culminates with a PLT showcase where PLTs present to colleagues a snapshot of their work for the semester in implementing the PLC model in the name of student achievement. Course Leads submit weekly meeting minutes to administration via Google-docs and administration reviews and comments on PLTs' progress or challenges. Administration attends PLT meetings and provides teams with feedback based on rubrics for PLT work set forth by Rick DuFour, one of the developers of PLCs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted textbooks and curriculum, and essential learning outcomes derived from the CCSS in all core areas, are aligned with district assessments in the form of the District Writing Assessment (DWA), District Common Assessments (DCA), and EDGE benchmarks and curriculum present in our ELD classes. These assessments have transitioned from being primarily multiple choice tests to now having students answer short constructed response questions and essays synthesizing information from multiple sources - both of which are skills and testing formats reflected by the CAASPP assessment students face in spring. As stated in the previous section, this school year, eight teachers receive an hourly wage to identify, define, and articulate essential learning standards by course in order to create an effective scope and sequence of curriculum and assessments that meet the needs of our students. Meeting performance goals.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes meet secondary requirements as evidenced through annual audits of school calendars and bell schedules as well as providing for continuation high school the minimum 180 minute morning and 180 minute afternoon session as outlined by the California Department of Education. Meeting performance goals.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers, PLTs, and district content committees meet to determine and implement essential learning outcomes derived from the CCSS. District assessments are aligned with these ELOs and the results of these assessments assist in determining intervention courses. This school year, Adelante embedded an IM I and IM II support course in the master schedule as a result of student need. This is in addition to a school-wide 4th period intervention course for all students. This 4th period intervention may be used for credit recovery or for academic support. Based on grade analysis, credit deficiency, and low student performance on the CAASPP, lunch and after school tutoring occurs three days each week. Meeting performance goal.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The District adopts only standards-based curriculum. All Integrated Math students use the district adopted consumable math texts, in addition to the adopted textbook for the Access math course. Additionally, all ELD and Special Education teachers use the EDGE series of textbooks, with ELD teachers following a scope and sequence that is in turn aligned with benchmarks. Social Science and English teachers use the adopted textbooks for their subject areas. Students are able to have textbooks in classrooms as well as at home. Additionally, students have access to core subject curriculum via Blackboard, our District online learning platform. Google Classroom is utilized in social science courses. Meeting performance goals.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District adopts only standards-based instructional materials that are provided to every teacher and student in the district. Meeting performance goals.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Built-in credit recovery courses to the master schedule during 4th period ensure that students have multiple opportunities to demonstrate proficiency in meeting standards. Students may concurrently enroll at Independence High School and Roseville Adult School in order to retake a failed course or to accelerate credits earned in order to meet their goal of graduation. With the new graduation requirement of Introduction to Personal Finance, two courses have been built into the master schedule during credit recovery time to support students that do not possess access to the internet or technology outside of school, as well as a means for staff to monitor and encourage students on track for graduation to complete this requirement in a timely manner. Additionally, an emphasis has been placed on addressing the emotional and social needs of students. This year we continue to have social work interns on campus from Sacramento State, meeting individually with students and running group sessions around student-identified needs: divorce, grief counseling, anger management, etc. The school site staffs a bilingual EL Specialist/Intervention Specialist who creates individual learning plans for/with students, facilitates parent conferences and communication about CELDT and Pre-CAHSEE scores (used for redesignation purposes), and tracks students' graduation progress. She meets quarterly with students to revise graduation plans or to have students recommit to the learning plans established at the beginning of the school year. Further support comes in the form of two tutors hired to assist in classrooms. Two administrators and the site councilor implemented monthly academic and conduct parent conferences with students identified via our PBIS intervention initiative and hotlists of students failing to meet academic and behavioral expectations. Meeting performance goals.

14. Research-based educational practices to raise student achievement

To hone teacher skill in delivering direct instruction, this year's teachers continue to implement the researched-based lesson design of Gradual Release of Responsibility which highlights the need for teachers to explicitly model the task that they request students to complete, and then to gradually release the students to achieve the task independently after appropriate support and guidance has been provided. A commitment by the English and Social Science PLT to use the Frayer model for academic vocabulary building exits. District staff and administration keep current with the most up-to-date research-based education practices to accelerate and enhance student achievement with a built-in focus this year on using technology to accelerate learning. Nine of eleven of Adelante's 4th period credit recovery courses use a blended-learning model with students taking the course online while provided with on-ground teacher support. Furthermore, as is stated above, a commitment to creating and implementing effective Professional Learning Teams exists by administration and lead teachers. Meeting performance goals.

<u>Parental Involvement</u>

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Adelante has built in two math support courses in the master schedule, one for IM I and, most recently, one for IM II, in addition to building in a 4th period credit recovery for all students. The school partners with Sacramento State to have two social work interns on campus who run student groups such as grief counseling, anger management, drug counseling and more. Interns work on campus four of five school days each week. Continuing with the presence from last year, Campus Life works with students Wednesdays and Fridays during lunch in coordination with the Point Break assembly offered to the site each fall. The goal of these groups/events is to build school climate and culture so that students feel safe and, therefore, more responsive to receiving and seeking assistance on an academic and social/emotional level. Two academic tutors have been hired to work with hotlists of kids; as such, they are placed strategically in math and ELD courses. Lastly, we have implemented an after school tutoring program two days each week first semester and three days each week second semester and find our attendance numbers increasing.

Other events and supports offered to students include the annual Career Fair and Reality Fair Simulation, both sponsored by a partnership with Roseville City Leadership to educate studetn around post-graduation opportunities and thereby assist with student engagement. Guest speakers appear in art and social science classes and various field trips occur throughout the school year, including field trips specifically for our Special Education students. The site has a full-time EL Specialist/Intervention Counselor position to work with struggling students and our English Language Learner families. Because our EL Specialist is bilingual in Spanish, all notices home are translated for Spanish speaking parents, the site's largest EL population. This year teachers engage in four days of professional development with Dr. Curtis Acosta, focusing on student identity and humanizing pedagogy. The site also benefits from the resources and presence of our Youth Service Officer, an officer that meets with families and students as they face challenges of truancy, excessive tardiness, and concerns outside of the school day that negatively impact a student's academic success at Adelante High School. Our YSO and administration conduct homevisits for students identified as possessing attendance challenges or that the school is unable to contact. Adelante shares a nurse with Roseville High School and is home to the nurse one day each week.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members attend our Open House Mixer, our site's Federal Program Monitoring for English Language Learners and our site's WASC visitations. Homelink permits students and parents to access student grades, assignments, and attendance from home. Adelante continues to partner with Roseville Leadership, Roseville Police Activity League, and Sacramento State in order to bring community resources to the students and families of Adelante . The school's goals, safety plan, budget, in addition to small presentations, are shared at School Site Council in both draft and finalized form. The school and district administer surveys to parents, students, and staff, both certificated and classified, as well as with our community partners, in order to gather stakeholders' insights of how to better plan and implement school programs and student supports. Meeting performance goals.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

As in past years, Title I funding has been allocated to pay for the two academic tutors used to assist with math and ELD courses. Title I funds have been spent to purchase updated graphing calculators to assist students in math, as well as sketch books for art reflections, and other instructional materials. Title III money supports our ELD teacher attending training specifically focused on closing the academic language gap for the ELL population, particularly as students embark on the new journey of the CCSS and the new CAASPP assessment. This money is also used to provide celebrations for students redesignated as Fluent English Proficient, meaning they have exited the English Language Learner program. LCAP money purchases professional texts for the staff, incentives for students attending after school tutoring and demonstrating our school PBIS expectations, postage to support our PBIS initiative, and sending some staff to professional development focused on their specific content area. A large portion of our site discretionary LCAP funding supports the identification, articulation and implementation of course essential learning outcomes in order to support district goals for effective and highly performing Professional Learning Teams (PLT). Meeting performance goals.

18. Fiscal support (EPC)

Resource allocation for meeting program and student needs is budgeted and aligned with the District goals and the site's goals. Teachers are each allocated funds to spend for classroom supplies, materials, and equipment. Additionally, professional development is supported on the district level and at a site level. Adelante has been supported by the District this year with technology purchases in the form of Chromebooks for the office to assist in parent and student registration (20% of our families do not possess technology or internet access), Special Education students, and our general education students. Furthermore, the school has been the recipient of technology and wi-fi upgrades to enhance wireless connectivity and speed across campus. The school site receives money through the district LCAP plans to support the needs of our socioeconomically disadvantaged students as well as our EL and foster youth students. Meeting performance goals.

Description of Barriers and Related School Goals

Consistent student attendance continues to pose a challenge to meeting the academic and social/emotional needs of students at Adelante. Many students arrive tardy to school, particularly to first period. Some of these tardies are due to transportation challenges out of the control of the student, but many of the tardies are simply due to the students being unprepared to get to school on time. Little interest exists on students' part to attend academic based programs after school, although evidence exists this school year that this may slowly change; some of this disinterest is due to students having jobs after school which are needed to support family. Other students face transportation challenges, a reported 25%, and many students simply don't want to attend. In order to address these concerns, staff looks to increase student exposure to post-secondary options: Berco Lumber, Le Cordon Bleu Culinary Institute, University Technical Institute, Sierra College and more. Many students simply don't know what they don't know about options after graduation. By providing a visual of options, not just in the form of speakers, we desire to spark interest and thereby increase student motivation to complete high school.

Secondly, Adelante continues to take on the challenge of acquiring more parent involvement. 2014-15 Back-to-School Night was attended by 15 parents of the 119 students enrolled at that time. This fall we changed the format of the event and held an Open House Mixer, providing a raffle for attendance, giving two academic awards for performance on the CAASPP assessment and one award for student leadership, and inviting community resources such as Sierra College, Roseville Excel, and Roseville Police and Activities League. We experienced a record turnout upon which we desire to build, finding us hosting a second Open House Mixer this spring. The staff continues to work toward increasing parent contact via phone and email, as well as reaching out to parents for positive reasons - not just for punitive reasons - which is directly connected to our Positive Behavioral Intervention Supports initiative.

Lastly, students arrive at Adelante often unprepared to engage successfully in academic courses, demonstrating severe gaps in reading, writing, and algebraic skills, and, by default, struggling on all strands of the CAASP assessment. We look at how to effectively and efficiently close multiple years of academic gaps in the 10 - 18 months that students are with us as Warriors. This coupled with most students arriving credit deficient to severely credit deficient leaves students facing almost certain remediation in formal post-graduation pursuits. Our work, therefore, focuses on training more scholarly habits in our students and becoming very clear about our essential learning outcomes - what do those essential learning outcomes look like, what do assessments for those essential learning outcomes look like, and what do interventions/extensions for these essential learning outcomes look like? With academic challenges, social and emotional challenges almost always appear and play a role in low academic achievement or poor attendance. More than ever, this year Adelante is challenged to meet the social and emotional needs of students. An increase in students in need of 504 programs and mental health supports challenges staff in supporting students to get to the graduation line, but also with the holistic approach necessary to support student success.

As a result of these challenges, school goals focus on increasing the "standards met" report on both the math and English portions of the CAASPP assessment administered each spring, providing collaboration time for teachers and training in Professional Learning Teams in order to increase student achievement, and committing to the implementation of Positive Behavior Intervention Supports (PBIS) in order to address student behaviors that are at odds with academic success - absenteeism and frequent discipline infractions. That stated, PBIS has greatly reduced the number of suspensions on our campus and increased overall positive school culture. Adelante has branded our school expectations: PRIDE - Prepared, Respectful, Involved, Disciplined, and Efficient. This puts our staff in a better position to close the achievement gaps of our students. We will seek support from the district to be able to provide more social and emotional supports in the coming school year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	48	40	83.3	37	**2524.8**	3	15	43	33
All Grades	48	40	83.3	37		3	15	43	33

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	5	62	32	8	38	54	5	68	27	8	59	32
All Grades	5	62	32	8	38	54	5	68	27	8	59	32

Conclusions based on this data:

1. Attendance and/or perseverance in the face of challenges on the test reflect in the number of students enrolled, versus the number of students with test scores. Some students did not complete the assessment. Some students were chronically absent during the testing window and do not see the relevance of the assessment.

2. 18% of students "met" or "exceeded" standards on the English assessment, while 33% of students did not meet standards, which coincides with the 54% of students unable to meet standards in writing. Writing has been emphasized in English, Social Science, and, this year, in Art and our elective Life Skills course.

3. Consistently one-third of our students score below standard in strands of reading, listening, and research, with the lowest strand reporting that more 50% of students are below standard in writing, one of the areas of emphasis with the Common Core State Standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 11	48	40	83.3	38	**2443.5**	0	0	5	90
All Grades	48	40	83.3	38		0	0	5	90

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	**Applying mathematical concepts and procedures**			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 11	0	11	89	0	34	66	0	42	58
All Grades	0	11	89	0	34	66	0	42	58

Conclusions based on this data:

1. Again, there exists a discrepancy between the number of students enrolled at the time of the assessment, and those that took the assessment. Chronic absenteeism during the testing window contributes to this discrepancy. Additionally, several students began the assessment but refused to complete the assessment.

2. Consistently, more than half of the students assessed do not meet standards in any assessed strand of math. Students possess gaps in their basic math skills, with application of concepts and procedures challenging students the most. These scores reflect what is written in the needs assessment portion of this document.

3. All three strands equally require staff attention in supporting our students mathematically as 90% of students assessed do not meet standard for math at the 11th grade level as deemed by this assessment. It should be noted, however, that at the time of testing students have not been exposed to much of what is on the assessment as students may still be enrolled in IM I or only halfway through IM II. The test assumes that students have taken and passed both of these courses by the 11th grade.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | Number Tested |
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | |
	#	%	#	%	#	%	#	%	#	%	#
11			********	***	********	***					********
12	1	10	7	70	1	10	1	10			10
Total	1	8	8	67	2	17	1	8			12

Conclusions based on this data:

1. Students enrolled at Adelante are at all developmental levels excluding Beginning Level on the CELDT.

2. A renewed focus on reclassification is necessary as often it is the GPA reclassification component that prohibits students labeled Advanced and Early Advanced meeting redesignation criteria.

3. This distribution of CELDT scores reafirms the need for Adelante to have teachers proficient in scaffolding and SDAIE techniques as these ELL students attend all courses offered on campus.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
11			********	***	********	***					********
12	1	10	7	70	1	10	1	10			10
Total	1	8	8	67	2	17	1	8			12

Conclusions based on this data:

1. The majority of our English Learners fall in the Early Advanced category, taking ELD III in their schedule.

2. Our school does not support a newcomer EL course should students score at the beginning level.

3. The ELL student numbers show a continued need to communicate reclassification criteria to students, parents, and teachers in order to best support ELL students meeting graduation requirements.

School and Student Performance Data

<u>**Title III Accountability (School Data)**</u>

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	12	17	12
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	12	17	12
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5%
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	0	13	1	16	0	12
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. There exists too little data to accurately draw conclusions, making the criteria for redesignation the focus for our ELL students: ELA practice-CAHSEE score, overall CELDT score, GPA, and the District Writing Assessment.

2. The majority of our English Learners are students that have had 5 or more years in EL instruction, again illustrating the need for our teachers to possess instructional strategies for closing the academic language gap that exists between the long-term EL students and English-only speaking students.

3. These students require more support in the area of Tier II and Tier III vocabulary use. Support and practice with academic vocabulary is necessary in all courses.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	252	245	137
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	252	245	137
Number Met	171	169	104
Percent Met	67.9	69.0	75.9
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	68	220	75	205	69	142
Number Met	10	134	19	131	11	60
Percent Met	14.7	60.9	25.3	63.9	15.9	42.3
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**Yes**	**Yes**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. Participation rates are met by all students, but the percent of students proficient or above does not meet state targets in English or math.

2. Targets for annual growth are being met for both long-term English Learners and for English Learners in their first five years in the U.S.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LCAP - Student Achievement
LEA GOAL:
Goal: Close the achievement gap for all subgroups in math.
SCHOOL GOAL #1:
Increase student achievement in math courses and the number of students meeting standard as reported on the CAASPP/SBAC. * Improve CCSPP scores in math by 5% overall and in all subgroups * Reduce the number of Fs in math courses by 5% * Increase the number of students in ELD who qualify to be redesignated as RFEP by 2% based on earning a 2.0 GPA or higher
Data Used to Form this Goal:
CAASPP results in math Grades in IM I and IM II math courses EL redesignation numbers based on failing math grade Graduation rates Dropout rates
Findings from the Analysis of this Data:
Student scores on the CAASPP assessment in math show that immediate attention and intervention is required to assist students making progress in their basic math graduation requirements. 89% of 11th grade students scored below standard in mathematical concepts and procedures. 66% of 11th graders scored below standard in problem solving and modeling/data analysis. 58% of 11th grade students scored below standard in communicating reasoning. No 11th grade students scored above standard. Additionally, 30 % of all students enrolled in IM I and IM II courses, received an F in the course. Lastly, low math grades have impacted two of our 11 ELD students from meeting redesignation criteria due to a low GPA.
How the School will Evaluate the Progress of this Goal:
* CAASP/SBAC scores (annual summative assessment) * Analysis of grades in math courses at progress report and report card dates * Analysis of both formative and summative assessments by math PLT and staff * Analysis of District Common Assessment data in math PLT * Analysis of EL student lists for possible redesignation

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Hire 3 part-time academic tutors to assist students with a focus on placement in math courses: Integrated Math I, Integrated Math II, and ELD. Lunch & after school tutoring available two - three days each week.	August 2015-May 2016	Hourly wages for tutors during school day - 16 hrs/week	2000-2999: Classified Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	8,300.00
2 math teachers and principal attend PD: "Simplifying Response to Intervention" with Mike Mattos	October 2015	Registration x3	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	450.00
		Subs x2	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	200.00
Create HOTLIST of students enrolled in math support courses	Aug./Oct/Dec 2015 March 2016	No Cost	None Specified	Not Specified	0.00
Instructional Materials: "A Toolkit For Scaffolding ELL"	January 2016	Spiral-bound Toolkit for Scaffolding DOK Leveled Questions and Supports x 15 (one for each teacher and administrator)	4000-4999: Books And Supplies	Title III LEP: To be used for EL	212.55
Professional Development - Extended PLT for Math Teachers	February 2016	Substitutes x 2	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	400.00
Professional Development - includes substitutes, registration, meals & mileage.	January 2016-May 2016	Registration	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	1500.00
Purchase for teachers "Working with Parents - Building Relationships for Student Success" by Ruby Payne	January 2016	15 books	4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	145.20

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Purchase of 20 graphing calculators to support math courses	August 2016	20 graphing calculators	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	2165.32
		Registration - no cost	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
		Registration & Hotel	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	925.00
		Meals and transportation and parking	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	200.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LCAP: Student Achievement
LEA GOAL:
Goal: Close the achievement gap for all subgroups in English.
SCHOOL GOAL #2:
Increase student achievement in English and Social Science courses and the number of students meeting standard as reported on the CAASP/SBAC, particularly in the strand of writing. * Improve CAASPP English scores by 5% overall and in all subgroups * Reduce the number of Fs in English and Social Science courses by 5% * Increase the number of students in ELD who qualify to be redesignated as RFEP by 2% based on earning a 2.0 GPA or higher
Data Used to Form this Goal:
CASSP results in English, specifically on the writing strand of the assessment Grades in English and Social Science courses EL redesignation numbers due to students having an F in English or Social Science Graduation rates Dropout rates
Findings from the Analysis of this Data:
Adelante students scored slightly better on the English portion of the CAASPP when compared with the CAASPP math assessment results; however, all strands of this assessment (reading, writing, listening, and research) require staff attention. Significantly, 54% of Adelante students scored "below standard" in the assessed writing strand. Writing must become a focus of instruction, particularly in our English and Social Science courses. In all other strands, a third of our students scored below standard, meaning that remediation will be required by students in any formal post-graduation setting.
How the School will Evaluate the Progress of this Goal:
* CAASPP results for spring 2016 * Analysis of grades in English and Social Science courses at progress report and report card dates * Analysis of both formative and summative assessments by English and Social Science PLT and staff * Analysis of District Common Assessment data in English and Social Science PLT * Analysis of EL student lists for possible redesignation

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Hire 3 part-time academic tutors to assist students with a focus on placement in ELD and English courses. Lunch & after school tutoring available three days each week.	August 2015-May 2016	Hourly wages for tutors during and after school - 16 hrs.	2000-2999: Classified Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	8300.00
Professional Development - Extended PLT English teachers identify, define, and write assessments for English courses in order to provide more targeted intervention.	January 2016 - May 2016	Hourly wage for 2 teachers not to exceed 32 hrs. in total (2 days)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1088.00
Professional Development - Extended PLT Social Science teachers identify, define, and write assessments for U.S. History in order to provide more targeted intervention.	August 2015 - May 2016	Hourly wage for 2 teachers not to exceed 32 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	992.00
		Hourly wage for 3 teachers not to exceed 32 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1632.00
Professional Development: Expository Reading Writing Curriculum for one English Teacher	August 2015 - May 2016	substitute x 3 days	1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	300.00
Purchase of 2 document cameras for Social Science teachers - support writing instruction	October 2015 - May 2016	2 document cameras	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	1500.00
Federeal Program Monitoring Event (FPM)	February 23, 2016	Supplies/Refreshments for EL Students	4000-4999: Books And Supplies	Title III LEP: To be used for EL	35.00
1 Teacher attends PD: "Argument Literacy in the History and Social Science Classroom"	November 4 & December 4, 2015	Registration	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	350.00
		Substitute x 2 days	1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	200.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1 Teacher PD: "Disciplinary Literacy History Social Science"	September 24, 2015	Registration	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	75.00
		Substitute	1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	100.00
Instructional Materials: "A Tool to Scaffold Instruction for ELL"	January 2016	Spiral-bound Toolkit	4000-4999: Books And Supplies	Title III LEP: To be used for EL	212.55
Instructional Materials: Sketchbooks for increased writing in Art	September 2015 - May 2016	160 Sketchbooks	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	720.68
Professional Development - Includes need for substitutes, registration, and meals if applicable. * "Ensuring Equity to Close Achievement Gap"	January 2016-May 2016	Registration, substitutes, mileage	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	1500.00
Professional Development - 2-day Kate Kinsella's "Tools to Prepare English Learners for Common Core Informational Text & Analysis & Response to Demands"	February 4 & 5, 2016	substitute x 2 x 2 days	1000-1999: Certificated Personnel Salaries	Title III LEP: To be used for EL	400.00
		registration x 2	5800: Professional/Consulting Services And Operating Expenditures	Title III LEP: To be used for EL	549.00
		mileage	5000-5999: Services And Other Operating Expenditures	Title III LEP: To be used for EL	43.20
Professional Development - Extended PLT Art teacher identifies, defines, and writes assessments for Art in order to provide more targeted intervention and measurable outcomes.	January 2016-May 2016	Hourly wage for teacher not to exceed 16 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	544.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Professional Development - 2 teachers attend "Meet the Expert"	October 9, 2015	Substitute x 2	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	200.00
		Mileage	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	121.44
		Parking	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	30.00
		Toll Bridge	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	10.00
Purchase for teachers "Working with Parents - Building Relationships for Student Success" by Ruby Payne	January 2016	15 books	4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	145.20
Professional Development: "Developing Academic Oral Language Across Disciplines"	March, 2016	Registation	5800: Professional/Consulting Services And Operating Expenditures	Title III LEP: To be used for EL	80.00
		Substitute	1000-1999: Certificated Personnel Salaries	Title III LEP: To be used for EL	100.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
Teachers will engage in high-functioning PLTs district-wide.
SCHOOL GOAL #3:
Adelante teachers will participate in professional learning communities in order to increase student achievement in all subject areas, implementing Common Core State Standards, creating CCSS aligned lessons and units, creating common formative and summative assessments and analyzing the data in order to intervene with struggling students.
Data Used to Form this Goal:
D/F rate by PLT and subject area departments Student CAASPP scores in math and English - all strands on both assessments Student performance on common formative and summative assessments Student performance on District Writing Assessment PLT minutes, quarterly PLT reflection and self-assessment
Findings from the Analysis of this Data:
Looking at quarterly grade reports for students, on average, 50% of all students receive one or more F's, consequently slowing progress towards graduation, but also communicating to staff and parents, that basic skills have not been acquired. Students receive failing grades for a myriad reasons and it, therefore, becomes
How the School will Evaluate the Progress of this Goal:
Review quarterly progress reports and report cards Review PLT minutes Review of student performance on District Common Assessments Review of student performance on common formative and summative assessments Review student performance on the District Writing Assessment Review products of PLTs: scope and sequence documents, meeting minutes, quarterly PLT reflection and self-assessment, essential learning outcomes, PLT showcase in December and May

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
"Professional Learning Team Manual - Operationalizing the Big Picture"	August 2015	paper and toner (color)	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	25.00
Professional Development: 2 staff attend PD: "The Art and Science of Teaching" with Robert Marzano	September 23, 2015	Registration x 2	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	110.00
		Substitutes x 2	1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	200.00
Professional Articles Printed for Teaching staff: * "10 Signs There's A Grading Problem in Your Classroom" by Dr. Justin Tarte - September 17, 2015 * "Levels of Understanding: Learning That Fits All" by Edutopia - October 9, 2015 * "Meeting Words Where They Live" by Carol Jago - October, 2015	August 2015 - May 2016	paper and toner (color)	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	25.00
Professional Development - Extended PLT Social Science teachers identify, define, and write assessments for U.S. History in order to provide more targeted intervention.	August 2015 - May 2016	Hourly wage for 2 teachers not to exceed 32 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1,088.00
		Hourly wage for 3 teachers not to exceed 48 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1,632.00
Professional Development - Extended PLT English teachers identify, define, and write assessments for in order to provide more targeted intervention.	January 2016 - May 2016	Hourly wage for 2 teachers not to exceed 32 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1,088.00
Professional Development - Extended PLT 2 Math teachers identify, define, and write assessments for Integrated Math I in order to provide more targeted intervention.	February 2016	substitutes x 4 (2 teachers x 2 days)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	400.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1 Social Science Teacher attends "Disciplinary Literacy: History Social Science"	September 24, 2015	Registration	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	75.00
		Substitute	1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	100.00
Professional Development - Extended PLT Art teacher identifies, defines, and writes assessments for Art in order to provide more targeted intervention and measurable outcomes.	January 2016 - May 2016	Hourly wage for 1 teacher not to exceed 16 hrs. in total (2 days as PLT)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	544.00
Professional Development - 2 teachers attend "Meet the Expert"	October 9, 2015	Substitute x 2	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	200.00
		Mileage	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	121.44
		Parking	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	30.00
		Toll Bridge	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	10.00
Professional Development Opportunities - to include substitutes for peer observation, registration, mileage, etc.	January 1016-May 2016	Registration, Substitutes, Mileage	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	1500.00
Purchase for teachers "Working with Parents - Building Relationships for Student Success" by Ruby Payne	January 2016	15 books	4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	145.20
Professional Development: A Special Education Series For General Education Administrators	February - May, 2016	Registration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	50.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Principal attends "ACSA Summer Institute for New and Aspiring Principals"	July 2016	Registration	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	1195.00
		Travel	5000-5999: Services And Other Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	250.00
Instructional Supplies: Science Labs/Manipulatives	February 2016	Chromosome & DNA Simulation	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	266.49
1 administrator and 1 teacher attend 3-day "AVID Training"	July 2016	mileage, meals, parking, registration	5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	540.00
3 Social Science Teachers work on Scope and Sequence Documents	August 2015 - May 2016	Salary	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	1488.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement and Parent Involvement
LEA GOAL:
Implement Positive Behavioral Intervention Supports (PBIS) in order to create a positive school culture to support overall student engagement and academic success.
SCHOOL GOAL #4:
Implement Positive Behavioral Intervention Supports (PBIS) in order to create a positive school culture to support overall student engagement and academic success, but also as a means of increasing communication between all stakeholders (students, staff, and parents). Increase parent involvement at Open House Mixer by 10%. Reduce attendance at after school tutoring by 10%. Decrease suspensions by 2 %.
Data Used to Form this Goal:
* # of Office Discipline Referrals (ODRs), minor infractions, as well as the type of ODRs written * # of students and parents attending Open House Mixer and Back-to-School events over the past three years * # of students attending lunch and after school tutoring * # of students involved in school sponsored events * # of teacher/staff/parent contacts made during grading periods * Student/staff/parent surveys
Findings from the Analysis of this Data:
Last school year and this school year show student involvement increasing in school sponsored activities such as the Open House Mixer, the field trip to Sierra College, Movie Night, weekly Campus Life meetings, student participation on School Site Council, and the number of students attending tutoring opportunities. While this trend is positive, we still must work to increase the number of parents attending school functions such as Senior Parent Night. Additionally, our data shows that work is still necessary in the area of teacher parent communication as evidenced by the visitation screen in Aeries.
How the School will Evaluate the Progress of this Goal:
* # of Office Discipline Referrals (ODRs), minor infractions, as well as the type of ODRs written * # of students and parents attending Open House Mixer and Back-to-School events over the past three years * # of students attending lunch and after school tutoring * # of students involved in school sponsored events * # of teacher/staff/parent contacts made during grading periods * Student/staff/parent surveys

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
PBIS Postage: * Weekly Warrior Postcards home to parents * Community donation request letters for PRIDE drawing * Community donation thank you letters for PRIDE donations * Quarterly Newsletter and parent surveys	August 2015 - May 2016	PBIS postage Newsletter and Parent Outreach mailing postage	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only) LCFF Supplemental: ($2.7 mil LCAP only)	200.00 500.00
Supplies for increased parent communication and outreach in the form of quarterly newsletters, surveys, and informational fliers. This year newsletters include Quarterly Honor Roll names and Quarterly PBIS names	August 2015 - May 2016	paper, envelopes, and toner Plaques x 4	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	108.58
Quarterly PBIS PRIDE incentives and rewards	August 2015 - May 2016	Quarter 1 PRIDE Drawing Quarter 2 PRIDE Drawing Quarter 3 PRIDE Drawing Quarter 4 PRIDE Drawing	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only) LCFF Supplemental: ($2.7 mil LCAP only) LCFF Supplemental: ($2.7 mil LCAP only) LCFF Supplemental: ($2.7 mil LCAP only)	65.00 110.00 110.00 110.00
PBIS Open House Mixer Raffel Reward	August 2015	Raffel prize for attendance at Open House Mixer - parents and students eligible to win.	4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	50.00
PBIS PRIDE Luau	May 2016	PBIS End of Year Celebration	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	1000.00
Quarterly Tutoring Incentives/Rewards	December 2015 - May 2016	Adelante PRIDE Sweatshirt x 4 quarters	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	90.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
School sinage - PBIS	August 2015 - May 2016	6 flags and poles, banner, 6 signs and hardware	4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	2,786.54
Annual Career Fair - students, community resources, parents, staff	May 2016	Supplies, refreshments, student resources	4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	550.00
School Site Council - monthly meetings for students, staff, parents, and community	August 2015 - May 2016	Refreshments, agendas	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	150.00
PBIS Diwali Celebration for Spirit Week	October 2016	Supplies: chalk, design templates, refreshments	4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	105.00
Purchase of graduation tassels for seniors	April 2016	Tassels	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	344.65
Parent Grad Night	January 2016 - March 2016	Raffle prize for attendance	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	25.00
		Refreshments for attendees/vendors	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	50.00
Morning Announcements 4th period - student and administration	August 2015 - May 2016	None	None Specified	Not Specified	0.00
Field Trips to Career and College Institutes: * Sierra College (51) * Sierra College - (4) Nontraditional Career Day for Girls November 6, 2015 * University Technical Institute (28) x 2 * Berco Lumber (16) x 2 * Art Institute for Culinary (7) x 1	August 2015 - May 2016	Refreshments	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	300.00
		Substitute (Wilson, Gieck, Jacobson)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	300.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
2 staff attend PD: "Pupil Attendance Accounting for School Site Personnel" 1 staff attends PD: "Aeries 2015 Fall Users"	October 2015	Registration x 2	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	890.00
		mileage	5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	10.93
		Registration x 1	5800: Professional/Consulting Services And Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	425.00
1 Staff attends PD: "YOUTH - Mental Health First Aid Training"	January 25 & February 1, 2016	Registration - free	5800: Professional/Consulting Services And Operating Expenditures	Not Specified	0.00
Point Break Assembly	February 10, 2016	Supplies	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	300.00
Speakers/Presentations: Carrington College September 10, 2015 and February 8, 2016 (27) Voter Outreach (75) September 23, 2015 Oral Argument Presentation (7) September 30, 2015 Le Cordon Bleu (13) December 15, 2015 Financial Reality Simulation (138) January 25, 2016 ASVAB Opportunity (17) December 7, 2015)	August 2015 - May 2016	Supplies	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	100.00
Campus Life Weekly Meetings	September 2015 - May 2016	None	None Specified	Not Specified	0.00
School Sweatshirts Designed and Printed: Sweatshirts given to student artist	November 2015	School Sweatshirts	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	698.91

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Principal Meets with Leadership Class monthly	September 2015 - May 2016	None	None Specified	Not Specified	0.00
Campus Activities sponsored by Leadership: Spirit Week x 2 Movie Night x 2 Hot Cider and Cocoa Day Gingerbread House Contest Basketball Team Celebration Prom	August 2015 - May 2016	Supplies & Materials	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	500.00
Career Fair Coordinator Stipend - Position works with Roseville Leadership and Adelante Staff to facilitate and coordinate annual event	January 2016- May 2016	Stipend	1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	500.00
Webpage Project Coordinator	January 2016-May 2016	Project Coordinator Level 1	1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	500.00
ACSA Principal's Handbook	July, 2015	Parent Communication Templates	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	45.00
PBIS: Staff Polo Shirts	December 2015	Polo shirts for all staff	4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	615.98
School Enrollment PR Folders	February 2016	School PR Folders	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	300.00
Book Purchase: Working with Parents - Building Relationships for Student Success"	February 2016	15 Books	4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	145.20

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1 Parent Communication and Involvement (Based on conclusions from analysis of program components and student data pages) To increase school-to-home communication (in home language if needed) to involve parents and to support student progress in school.	
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include teachers, counselors, administrators, Learning Support Specialists, School-based Therapists 1&2, social workers, AP/IB coordinators, students, parents	**Anticipated annual growth for each group:** An annual growth of 5% increase in school-to-home communication through Interpreters/Translators, Language Line, Homelink, Naviance, and Blackboard Connect. Increase by 5% of the participation in AP/IB courses by underrepresented students. Reduction by 5% of disciplinary referrals and suspensions due to PBIS implementation.
Means of evaluating progress toward this goal: Surveys, interviews, forums, emails, twitter accounts, webpage and meetings with parents and students to verify they have had contacts with their teacher/ counselor/ administrator/ support provider regarding academic progress and/or have been invited to participate onground and online in surveys, interviews, parent conferences, SSC, ELAC, DELAC, FPM, Parent Nights (P2P), Back-to-School Nights, College/Career Nights Fair, etc. Call logs, counseling appts., to recruit underrepresented students into AP/IB/ AERIES data to monitor disciplinary actions and communication with students and parents.	**Group data to be collected to measure gains:** Survey results, call logs, sign-in registers, and usage records of any LCAP products such as Naviance or Blackboard Connect. Logs from teachers/counselors/administrators about outreach to parents at home or outside school, including home visits and hangouts. AP/IB participation rates, test-taking, passing test results Discipline and suspension data from PBIS data and reports

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff will use Language Line to communicate with non-English speaking students/families.	Aug. 2015-May 2016	Use of Language Line	$5,000	LCAP
Staff will use Homelink to communicate academic performance (via grades) to families and students.	Aug. 2015-May 2016	Use of Homelink	$22,000	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff will use Blackboard Connect School Messenger system to communicate key information to parents, students, and the community.	Aug. 2015-May 2016	Use of Blackboard Connect	$84,000	LCFF
		Use of Naviance	$70,000*	LCAP
		Home Visits Program	$20,000	LCAP
Staff will access these support services as needed.	Aug. 2015-May 2016	Interpreters and Translators	$48,239	LCAP
		Equal Opportunity Schools Outreach	$20,000	LCAP
		Learning Support Specialists	$417,118*	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Support for Planned Improvements in Student Performance

Program Support Goal # 2 Student Engagement through Intervention (Based on conclusions from analysis of program components and student data pages) To identify 9-12th grade struggling students (in danger of not graduating) to monitor and to support appropriate academic, social/emotional behaviors.	
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include students, parents, teachers, site staff, counselors, administrators, School-based Therapists 1&2, Naviance Prep-Me, EOS students of intervention, every sophomore student testing on PSAT, Grade Recovery/Credit Recovery students, Conditional and not-yet ready students of SBAC.	**Anticipated annual growth for each group:** 50% of 11th grade SBAC takers will earn college/career ready status by the end of their 11th grade year. 80% of 11th grade SBAC takers earn college/career ready status by the end of their 12th grade year. 90% of 11th grade SBAC takers earn college/career ready status by their 12th grade graduation (no 5th year) 10% reduction of PBIS/District Capacity results on suspensions, expulsions, SAM referrals 10% increase in Credit Recovery completion 10% increase in Grade Recovery completion 5% increase in struggling student graduation rate.
Means of evaluating progress toward this goal: Reports from counselors, administrators, career techs, interns, LSS, Social workers, School-based Therapists 1&2, AVID/Summer Bridge contacts with students and parents/guardians to review and assess satisfaction of HS graduation requirements (including CAASPP) Student grades, CAASPP passing scores Underrepresented student involvement in college fairs, field trips	**Group data to be collected to measure gains:** Call logs of messages to parents/students re: tutoring, logs of students attending CAASPP training, counseling appointment logs Surveys, interviews on student mental health AERIES data on suspensions, expulsions, graduation rates, SAM referrals, Credit Recovery completion (Attendance rates) Data on graduation rates/ drop out rates Logs of students attending college fairs and field trips

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
		After-school and summer interventions and remediation prior to July, November, February, March and May test	$68,150*	LCAP
		CAASPP Support	$15,000	Title I
Concurrent enrollment at IHS for credit recovery offered to students via academic counselor	Aug. 2014-May, 2015	Year-Round Credit Recovery	$267,541*	LCAP
Students informed of this credit recovery option and how to register via academic counselor	Mar. 2015-May,	Summer Session Credit Recovery and Grade Recovery	$267,541*	LCAP
		PSAT Districtwide	$37,500	LCAP
		Summer Bridge	$68,150*	LCAP
		English Learner Summer Session	$15,000	Title I
Intervention Counselor to work with and support our At-Risk student population	Aug. 2014-May, 2015	Intervention Counselor at sites	$818,352	LCAP
		Districtwide Learning Support Specialist	$49,311	Title I
ADHS will utilize the district wide testing aid for the collection and distribution of state testing materials	Aug. 2014-May, 2015	Districtwide Testing Aide	$19,000	LCAP
		Learning Support Specialists	$417,118*	LCAP
Refer students to the District Wellness Program on an as-needed basis		School-based Therapists 1&2	$164,802	LCAP
		College Visits for At Risk Students	$25,000	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Support for Planned Improvements in Student Performance

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Program Support Goal # 3 Nurture and Support High Performing Professional Development Practices
(Based on conclusions from analysis of program components and student data pages)

To increase staff awareness and implementation of the Common Core State Standards, in order to develop EVERY student, including EL's, to be a fluent reader, critical thinker, informative writer, effective speaker, and engaged listener, and user of technology as a source of information and a means of communication.

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Groups participating in this goal (e.g., students, parents, teachers, administrators):

Groups participating include EVERY teacher, site staff, counselors, and administrators

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Anticipated annual growth for each group:

100% training of staff on effective PLTs
100% staff implementation of State Standards by establishing ELO's and formative and summative DCA's in EVERY content area.

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Means of evaluating progress toward this goal:

Staff participation and support for EAP Senior Math, Equal Opportunity Schools, Cultural Literacy, CC Integrated Math and Science Practices, Expository Reading & Writing Course, district-wide participation in Professional Development workshops and other opportunities for practice such as lessons, resources (incl. Technology), assessments, observations, etc.

Observations and walk-throughs of classrooms

Use of Naviance by students and parents

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Group data to be collected to measure gains:

Evidence and demonstrations from PD days.
Active engagement from each site demonstrated during walk-throughs for District Literacy training, ERWC workshops, EAP training, CCSS implementation, DOK, Instructional Strategies, Math/Science practice sessions, Blackboard, Naviance, IlluminateEd, Google EdTech trainings, Interventions (including imbedded), Academic Vocabulary, English Learners, Literacy training, PBIS, BTSA, AVID, Technology, Blended Learning, PLC's workshops, Cultural Competency, Growth Mindsets, etc.

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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
All new teachers to the profession will participate in BTSA training via the District Office. Adelante had one teacher access this support for the 2015-16 school year.	August 2015 - May 2016	Districtwide implementation of BTSA/NTI	$50,000	Title II
Participation in district-wide PD: * All teachers and administration attend District PD Days #1, #2, and #3 * 3 teachers and 1 administrator attend "Purpose Driven Teaching" PD Series by Janet Baird and Kathy Eisenhower. * Principal attends CATE three-day conference * 1 teacher attends New Teacher Orientation - PLCs,	August 2015 - May 2016	Districtwide staff development training including but not limited to PD Days #1, #2, #3	$400,000	Title II

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Tech, CCSS * 1 teacher and 1 administrator attend District Goal Setting Meeting * 1 teacher attends District Sponsored ELD training series * 2 teachers attend History Project at UC Davis for CCAT * 1 teacher attends Science CCAT sponsored events * 2 teachers attend "Research-Based Teaching Practices Essential for High- Quality Mathematics Education" by Peg Smith * 3 teachers attend Vocabulary Instruction PD with Jennifer Finney-Ellison				
Staff will participate in site level professional development for the Common Core.	August 2015- May 2016	Site-level staff development supplementing the transition to CC	$100,000	LCFF
Math teachers meet monthly with District Math Coach	August 2015 - March 2016	Districtwide Math Coach	$114,469	LCAP
5 Chromebooks purchased to assist with parent registration process for EL and Special Education students/parents	August 2015 - May 2016	Technology for ELs, Special Education, and ACCESS Math	$217,500	LCAP
* Site teachers participate with Curtis Acosta in four one-day trainings with staff on cultural identity and humanizing pedagogy. * 3 teachers participate in the three-day cohort training with Curtis Acosta on cultural literacy.	September 2015 & January 2016	Cultural Literacy Training	$50,000	LCAP
3 Teachers attend "Academic Vocabulary" with Jennifer Ellison	February 25, 2016	Academic Vocabulary and Intervention Strategies Training	$20,000	LCAP
Blackboard used in 4th period credit recovery courses at Adelante: English 9, 10, 11, US History, World Studies, Health, Biology, Earth Science	August 20145- May 2016	Blackboard	$84,000	LCFF
1 administrator and 2 teachers attended Tech Festival in order to increase the use of technology in the classroom as a means for accelerating learning and	February 2016	Google Festival	$30,000	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
assessing student performance.				
		Illuminate Ed	$56,000	LCFF
Site receives Tier III implementation training for site PBIS Team.	January 2016 (2 days) March 2016 (1 day)	PBIS Training	$35,000*	LCAP
		Equal Opportunity Schools	$20,000*	LCAP
		Naviance	$70,000*	LCAP
		AP/IB Coordinator Release for EOS	$105,802	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Support for Planned Improvements in Student Performance

Program Support Goal # 4 Extended Day/Year Services and Support
(Based on conclusions from analysis of program components and student data pages)
To review and monitor recommended instructional support services and facilities, in accordance with State and local Standards, which accelerate intervention and student/professional learning using primary and supplemental instructional materials, equipment, facilities, and schedules that support career and college readiness, including use of technology.

Groups participating in this goal (e.g., students, parents, teachers, administrators):	Anticipated annual growth for each group:
Groups participating include teachers, site staff, district directors, and administrators	Increase by 10% numbers of significant subgroups who meet UC A-G college and career-readiness by extension of hours for technology labs, internet access, technology applications, counseling, testing, Credit Recovery and other interventions, beyond the regular school day for students, parents, and community.
Means of evaluating progress toward this goal:	**Group data to be collected to measure gains:**
Assessment results of participants, including performance tasks, presentations, and products designed and observed in accordance with site's action plans for DOK.	End-of-course District Common Assessments, benchmark assessments, formative assessments, and/or other multiple measures as evaluation of student success.
	Logging hours and units on *Cognitive Tutor, Naviance, Blackboard & Carnegie*. Libraries/Career Centers & Transportation sign-in logs to determine after-hours usage

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
		Districtwide implementation of instructional materials	$500,000	LCFF Perkins CRANE CTE IG
Staff work with site and district administration to purchase and implement the required supplemental instructional materials for all students in all courses as needed. Ex: IM I and Access Math curriculum.	Aug. 2014 - May 2015	Site and Districtwide instructional materials	$150,000	LCFF
ADHS utilizes district financial support for District Common Assessments, as well as District Writing Assessments	Aug. 2014- May 2015	Equipment and supplies	$100,000	LCFF
Administration and counselors attended training for this product in order to conduct senior exit surveys,	Aug. 2014 - May 2015	Naviance	$70,000*	Title II

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
career surveys, and share scholarship and information with Adelante students.				
Two teachers attended District Blackboard training. Blackboard used in 4th period credit recovery courses at Adelante: Eng 9, 10, 11 and Health	Aug. 2014 - May 2015	Blackboard	$84,000*	LCAP
		Extended Library and Career Center hours	$75,000	LCAP
		Extended Hours Transportation	$100,000	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
List the date an action will be taken, or will begin, and the date it will be completed.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site	4,619.40
LCFF Supplemental: ($2.7 mil LCAP only)	16,144.48
Not Specified	0.00
Other: Includes CRANE, Perkins, anything else that does not	3,336.54
Title I Part A: Professional Development (PI Schools)	200.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	30,862.34
Title III LEP: To be used for EL	1,632.30

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	14,196.00
2000-2999: Classified Personnel Salaries	16,600.00
4000-4999: Books And Supplies	13,658.05
5000-5999: Services And Other Operating Expenditures	1,927.01
5800: Professional/Consulting Services And Operating	10,414.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund"	800.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund"	3,808.47
5000-5999: Services And Other Operating	LCFF Base: Same as "General Fund"	10.93
1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	11,796.00
4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	1,685.60
5000-5999: Services And Other Operating	LCFF Supplemental: ($2.7 mil LCAP only)	1,622.88
5800: Professional/Consulting Services And	LCFF Supplemental: ($2.7 mil LCAP only)	1,040.00
5800: Professional/Consulting Services And	Not Specified	0.00
None Specified	Not Specified	0.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything	3,336.54
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	200.00
1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS,	1,100.00
2000-2999: Classified Personnel Salaries	Title I: For those sites that get Title I (RHS,	16,600.00
4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS,	4,367.34
5000-5999: Services And Other Operating	Title I: For those sites that get Title I (RHS,	250.00
5800: Professional/Consulting Services And	Title I: For those sites that get Title I (RHS,	8,545.00
1000-1999: Certificated Personnel Salaries	Title III LEP: To be used for EL	500.00
4000-4999: Books And Supplies	Title III LEP: To be used for EL	460.10
5000-5999: Services And Other Operating	Title III LEP: To be used for EL	43.20
5800: Professional/Consulting Services And	Title III LEP: To be used for EL	629.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,498.07
Goal 2	19,228.07
Goal 3	11,583.13
Goal 4	11,985.79

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Amy Lloyd	X				
Kim Wolfe			X		
Yvonne Garcia				X	
Cindy Jacobson		X			
Nick Latteri		X			
Stacey Ford		X			
Zenia Treto		X			
Melissa Trimble					X
Mathew Garcia					X
Reyna Barnett					X
Jared Starks					X
Damien Metts					X
Javier Garcia					X
Cindy Travasso			X		
Numbers of members of each category:	1	4	2	1	6

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	Committee	Signature line
	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Adelante High School Staff - as Adleante is a school of only 130 students, many decisions are made by the staff at large	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on March 2, 2016.

Attested:

Amy Lloyd
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Matthew Garcia
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Student Community Profile
Adelante enrollment by grade level at CBEDS

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total enrollment	172	137	170	136	119	104
Grade 10	11	4	9	6	1	4
Grade 10 %	6	2	5	4	1	4
Grade 11	63	35	53	46	33	27
Grade 11 %	36	26	32	34	28	26
Grade 12	100	98	107	84	85	73
Grade 12 %	57	72	63	62	71	70

Beginning in 2010-11, we tried to implement a policy that a student is 16 years of age or a second semester 10th grader to enroll at Adelante.

Special Education

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Students served	28	18	24	24	14	6*

* At time of CBEDS

English Learners

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Students served	28	18	27	24	14	6*

* At time of CBEDS

We currently have two ELD classes in the master schedule.

Graduation/Enrollment

	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15	Percent
Total students enrolled	280		301		262		216	
Total seniors enrolled	144	51.4%*	157	52.1%	137	52.2%*	131	60.6%*
Graduates	57	39.5%*	48	30.5%*	46	33.5%*	53	41.4%
Completers, non-grads	8	5.5%*	16	10.1%*	15	10.9%*	15	11.4%
Transfer to Adult School	5	3.4%*	6	3.8%*	8	5.8%*	14	10.7%
Dropouts	16	5.7%	12	3.9%	22	8.4%	20	15.2%
Students graduating without retention	39	27%*	34	21.6%*	30	21.9%*	41	31.3%
Out of school Suspensions	171		202		133		92	
Number of Expulsions	1		4		6		2	

*Calculation based on number of seniors enrolled.

Dropout percentages based on all grades enrolled.

CAHSEE Testing 10th Grade

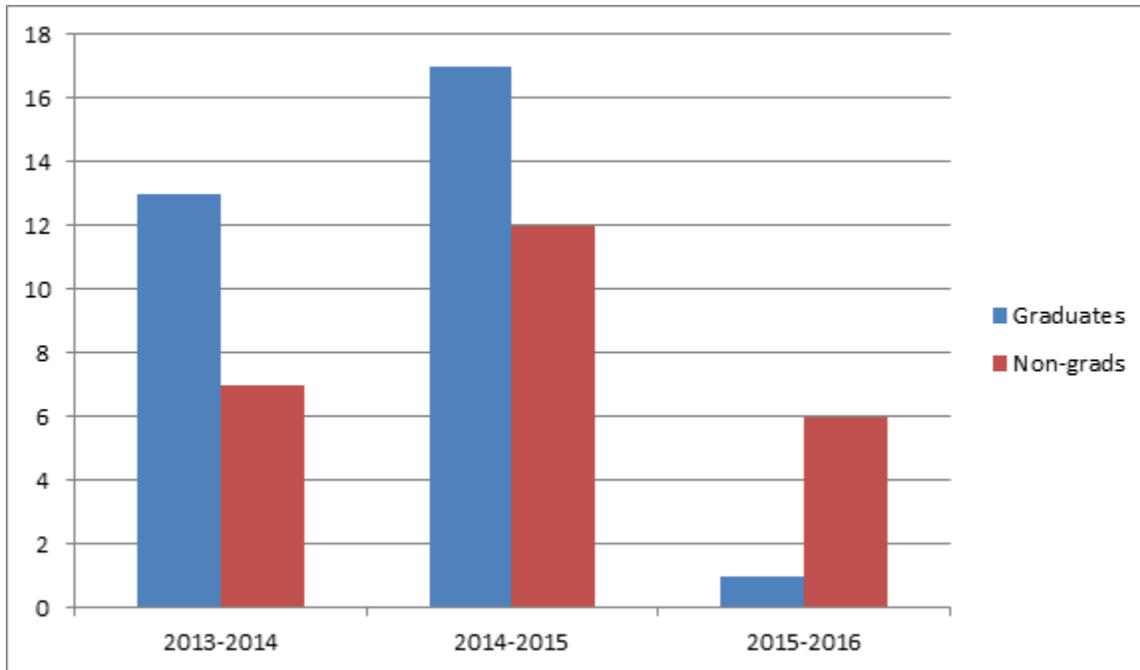|	Math # Tested	Math #/% Pass	ELA #	ELA %
2014-2015	20	7/ 35%	22	15 / 68%
2013-2014	26	18 / 69%	26	15 / 58%
2012-2013	27	17 / 63%	28	15 / 54%
2011-2012	25	6 / 24%	28	11 / 39%
2010-2011	23	12 / 52%	23	9 / 39%

Summary:

We made a 10% gain in our ELA pass rate, surpassing the 5% goal we had set; however, we did not meet our goal of a 5% pass rate increase for math. This 34% dip coincides with the implementation of Integrated Math courses. We also did not have a CAHSEE Math Prep course in the master schedule as we did for ELA.

Adelante EL Student Data

Legend:
- # of EL Students
- #of RFEP students
- EL Students RFEP'd
- EL and SPED

Graduation Data

Legend:
- Graduates
- Non-grads
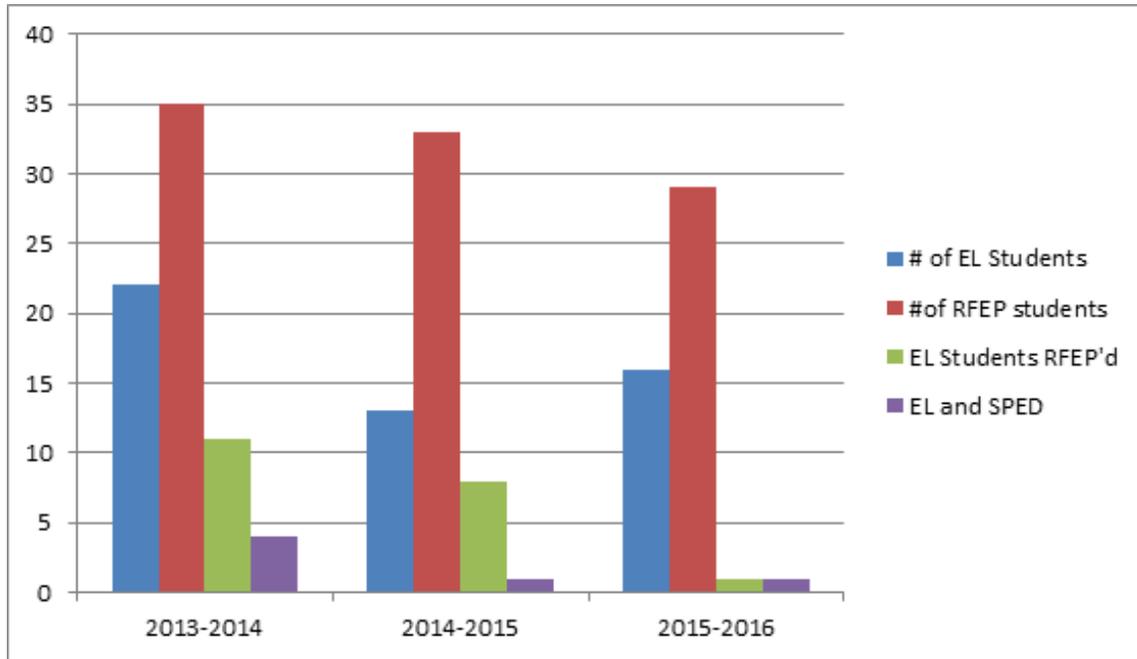
*2013-2014: All 13 graduates were "RFEP", no EL graduates
*2014-2015: 15 graduates were "RFEP" (including 2 summer grads, 1 CAHSEE ELA waived), 2 graduates were EL (including 1 summer grad and CAHSEE Math waived)
*non grads = students who dropped to attend Roseville Adult School or were over 18 who discontinued attending