

Adelante High School
Chapter 1
Student Community Profile:
Data and Demographic Findings



CHAPTER 1

STUDENT/COMMUNITY PROFILE

Demographic Data

Community

Located near the Roseville 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, it is one of the three alternative high schools in our district. The school has worked diligently to develop a positive community perception and is seen as an important part of the educational community by our district, parents, students, and local business members.

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. Our school website provides information about our PI status, testing dates, school-wide activities, Site Council, English Language Advisory Committee, graduation information, staff information, and an interactive calendar.

Instructional Program

For a continuation high school, we have an outstanding instructional program that meets the academic needs of our students.

The **English department**, under the direction of administration, had the opportunity to evaluate student needs and make changes related to the identified critical academic needs. Those changes are addressed in the **Action Plan review**. Since the 2006 visit, the English department added one new member, a teacher who transferred over from Roseville High School where she taught English and English Language Development classes there. She was also the ELD department chair. In 2007-08, one of the English teachers was out on medical leave for the majority of the school year. Long-term substitutes filled that position. Currently there are three full-time English instructors. However, one of them has been out on medical leave since the beginning of December 2011 and will remain out at least through April 2012. We have had 2 long-term subs covering that class, with guidance from one of the English teachers. Our English teachers now offer grade-level courses focused on state standards and district designed common assessments for literature, grammar and writing. We offer a "recovery" English 9/10, English 10, English 11, English 12, and a variety of English electives such as Speech and Senior Careers. In the spring of 2011, one of our English teachers created a multi-cultural literature course designed for our English Learners. This year an ELD class was added to meet the needs of our English language learners.

In the **Math department**, geometry was added as a graduation for the class of 2010, which necessitated the hiring of a math teacher to fill the FTE vacated by the retirement from auto shop. It was also decided that additional opportunities in Science would benefit our program. As a result, the school chose to search for a teacher who could offer both Math and Science to our students. In 2007-08 two half-time instructors from other



schools in the district were placed at Adelante to address the math and science needs, but time schedules and travel made this a difficult fit for both. In 2008-09 we were able to find a candidate who could teach both math and science classes and this instructor was added to our staff in January 2009. The position was not continued in 2009-10 due to district-wide staff reductions. After school started, we petitioned for a part-time math teacher and got funding for a teacher in the mornings, starting in October. The need for continued support in Math and Science in 2010-11, and a lack of funding to run the wood shop, resulted in our wood shop/PE instructor teaching both math and science classes. Later, in October 2010 the district reassessed our need for a full time math instructor and opened a position. We hired a teacher who taught CAHSEE math prep and Algebra for the remainder of the year. After deciding that we really needed additional math and science offerings for 2011-12, we eliminated the full-time math position and instead hired a full-time math/science teacher who had worked for us part-time back in 2009-2010.

Classes began meeting in the new **Science** building in January 2009. At that time a temporary position supported the one full time science teacher by teaching a few periods of Earth Science. In 2009-10 there was no funding for that position. In 2010-11 the wood shop teacher (HOUSED in science) was assigned a couple of “recovery” science classes to help with the need for more science instruction. The district piloted an on-line program with several science courses for a small number of juniors and seniors. A full-time Math/Science teacher was hired in 2011-12 and she teaches Biology courses, along with Algebra and Geometry.

The **Social Studies Department**, comprised of three teachers, has two new instructors since the accreditation in 2006. Those teachers have worked together to develop curricular strands within each of the social studies courses required for graduation to insure that all students receive the required content standards regardless of when the student enrolls or takes the class. They offer World Studies, US history, Government and Economics, along with recovery courses in those subject areas for students who have failed the course in the past.

Our **Art department** offers a comprehensive ceramic program, drawing instruction, participation in community projects and juried art shows (RJUHSD and emerging artists), Annual AHS Art Shows, “soup bowls”, and ceramic mural projects on and off campus. When the campus renovation plans were developed students made suggestions to include student art work around campus. Several art projects are currently displayed and others are in progress. The art and science teachers collaborated to write grants for “Science Meets Art” and “Shade for Students” projects that blends ceramic art projects with the Environmental Science curriculum.

Vocational Education was impacted by the retirement of our auto shop teacher at the end of the 2006 school year. His departure required the school to examine the overall needs of the student body in relation to district and state graduation requirements as well as our **action plan** for vocational education. To address the vocational needs of the students the school began the process of adding a ROP program, the site administration worked with Placer County 49'er ROP to evaluate suitable programs that could be placed at Adelante. In spring 2008, an ROP masonry program was brought to our campus and



was sponsored by the Masonry Industry Training Association until the program was terminated in June of 2009. Further vocational/career changes and opportunities are addressed in the **Action Plan Review**

Physical Education has been taught by three teachers, all part-time in this department. Students have a choice between “Crazy Ball”, which is taught by two male teachers and a P90X/Piloga/Weights course taught by our art teacher. Students can also receive PE credits by completing an Independent Study program, where they exercise outside of school and document their hours. Many students work out at a local gym down the street from our school.

Our **Special Education program** was impacted by the medical leaves of two RSP teachers. A temporary teacher served through the terms of medical leave for both the permanent RSP teachers. The district moved from providing “designated subject classes for Special Education” such as RSP English or RSP US history, to a blended program. The majority of courses are Academic Lab D classes which are a strictly tutorial approach. In addition, we have added a CLAD certified Special Education teacher for one period of day to work with any students who might be designated EL and Special Ed. In this Academic Lab C course, students receive direct instruction in both math and English with a focus on reading comprehension. No subject area credit is awarded by the Special Education teacher, just elective credit. All Academic Lab D students are expected to complete their regular classroom curriculum by utilizing the tutorial services of the RSP teacher and paraeducator within the guidelines of the IEP.

In addition, **Recovery Classes**, both web-based and text-based are offered to our students. We have added blended online learning opportunities that give students a variety of course options to take as “recovery” classes. What this means is that if a student has failed a course, they can “recover” it by taking an online class that meets daily on campus. Students still report to a computer lab every day, but they can work online at their own pace, with the support of a classroom teacher. In addition, the student has access to an online teacher who can also provide assistance. Both the online and on-ground teacher monitor and encourage students. We also have our content area teachers offering “recovery” classes, which can be taken after a student has failed a course. Students enroll in a recovery class, receiving differentiated instruction and work. Students are held responsible for mastering the subject area content by passing district and department common assessments. Due to a number of effective interventions, we have had higher graduation numbers, resulting in less returning “Super Seniors” who are fifth year seniors.

We also have a unique program for our students who are parents. They can bring their children to our school to our **Infant Toddler Program**. Two instructional aides teach the students parenting skills and they also teach the small children. The children range from small babies to pre-school aged children. Our students bring their children in the morning, then pick them up at the end of 4th period so they can spend the lunch period with them. The children are returned before the end of lunch for a nap period after they eat. There is a large playground designed for a variety of age groups. Students who are not parents may become teacher aides for the program and take care of the children also



during the day. All students who have their own children in the program must be enrolled in the 4th period Parenting class.

WASC Accreditation History

Our WASC accreditation history has reflected the success Adelante has had with our students in that we have received full six year terms going back to 1976. In addition, Adelante has been named a Model Continuation High School in 1991, 1998, 2003. In 2006, we again were awarded a six-year accreditation with a three-year interim report. Progress since our last visit will be addressed in Chapter 3.

School Purpose, Beliefs, Philosophy

Adelante High School offers the same core curriculum as our comprehensive sites but it is offered in a variety of optional ways. We are a school that allows students to recover credits so that they can graduate on time or ideally, within a year of a missed graduation date. Students may enroll voluntarily, but some are involuntarily transferred due to issues with drugs/alcohol, weapons, fighting, and other inappropriate behaviors. Students may also be transferred to Adelante if they have truancy issues at the other sites. Students who are expelled to the local county community school (YRC) who can return to our district, often come to us before ultimately returning to their comprehensive site. Since we are a smaller school and we offer more counseling opportunities, students returning to our district benefit from the social services we offer.

In 2020-2011 and this school year, our staff worked collaboratively to revisit and revise our mission and vision statements. Our revised ESLRs identify essential knowledge and skills that we want all of our students to know and to be able to do. The site is more academically driven than in the past, with a focus on students demonstrating mastery of state standards on the CAHSEE and STAR tests, along with district common assessments.

The staff acknowledges that students' appropriate behavior is often key for them performing well in the classroom. We are trying to create a strong intervention model that supports effectual change in student behavior, both in the classroom, and outside of school. Students are supported emotionally through a variety of counseling opportunities on campus or referrals to outside agencies. A joint effort with Placer County Office of Education (PCOE) and our district has developed an early prevention "wrap-around", in conjunction with our more intensive services on campus, which supports many of our students and their families.

Mission and Vision Statements

Over the years we have developed numerous partnerships to benefit our students' personal and career growth and to utilize a variety of resources to help us fulfill our **school mission:**

"It is the mission of Adelante High School to provide students with a safe learning environment that provides opportunities to apply acquired academic knowledge and skills, to acquire the tools to be lifelong learners, to contribute to their community, and



to lead productive lives. Students are treated as individuals by a staff that strives for excellence through mutual respect and pride” (AHS Mission Statement, est. 1998, renewed 2000, 2003, 2005, 2011).

In addition to a mission statement, our staff worked on creating a new vision statement this past year:

“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” (2011).

Guiding Principles

We believe that it is the purpose of high school to prepare students for “what comes next” and that Adelante will focus on the academic, personal and behavioral skills students must have to meet the demands of college or career. Many students need additional reading and writing help in order to meet the educational and academic requirements for graduation and success after high school.

Expected Schoolwide Learning Results (ESLRs)

In the spring of 2011 the faculty and staff revisited our “Expected Schoolwide Learning Results” along with several other school ESLRs. Our revised ESLRs, which better address the current expectations we have for our students, were adopted on March 14, 2011.

ADELANTE ESLRS 2011

We want students to be able to:

Apply communication skills

- Read, write, speak effectively
- Collaborate with others

Demonstrate personal growth

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

Effectively use information and resources

- Acquire skills necessary to conduct inquiry and research

Learn a core body of knowledge

- Become proficient in areas outlined by state standards

Appreciate the value of diversity

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

Nurture an intellectual, physical and emotional balance

- Achieve personal well-being for self and others



Think critically, creatively and independently

- Recognize complex problems and make reasoned, ethical decisions

Evaluate own learning and experience

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

Status of School in Terms of Student Performance with AYP

For the 2010-2011 school year, Adelante High School met all 6 of the AYP Criteria: Participation Rate in ELA and math, Percent Proficient in English and math, our API, and our graduation rate. We are still in Program Improvement 4, but this is our second year with this status. If we continue to meet the 6 criteria for AYP, we will no longer be in Program Improvement.

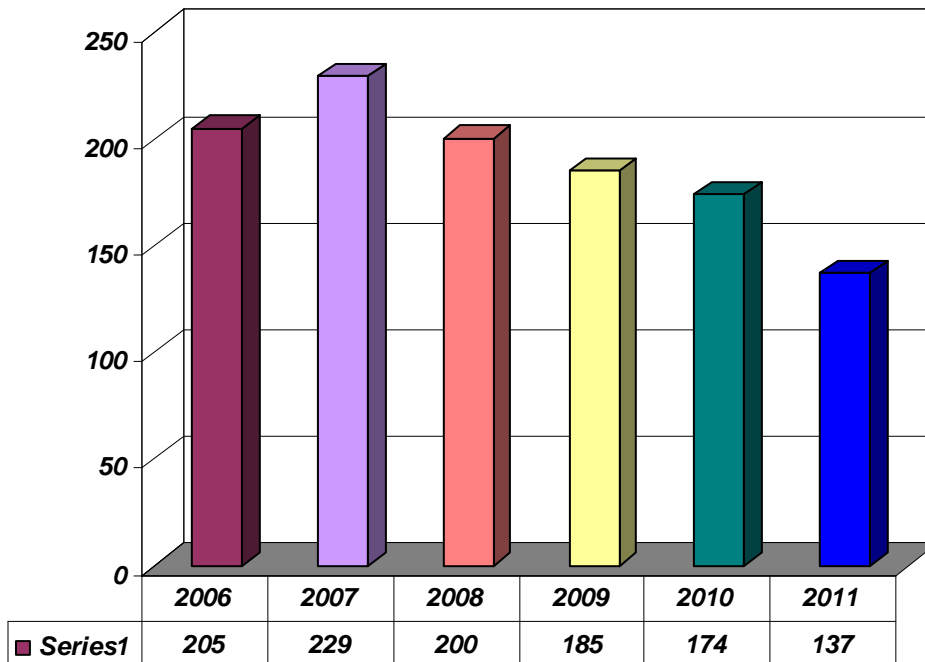
Adelante receives Title 1, Title III, EIA and Program Improvement funds to help us better serve our students.

Enrollment: grade, gender, ethnicity, primary language, Sped. Ed., GATE

In 2006 and 2007, Adelante saw two years of increases in CBEDs enrollment (up from 190 in 2005 to 229 in 2007). The enrollment in 2007 was our highest since 1991. In January of 2008 we surpassed our enrollment cap of 250 and delayed transfers for six weeks until our enrollment stabilized. The October 2008 CBEDs declined to 200 and we continued to see further decline through 2011 to 137. This reflects the “unpredictability” of our enrollment trends as shown by the low numbers prior to the last full study, the rise for a couple of years, and then a gradual decline for three consecutive years 2008- 2011.



Total New Student Enrollment



Our CBEDs enrollment number for the 2011-12 school year is 137. This low number reflects the large graduating class from last year, and fewer returning “super seniors.” We believe our most recent enrollment pattern of decline is an indication that intervention efforts at the comprehensive schools have reduced the number of students transferring from those schools.

Enrollment by Grade

Many continuation high schools only accept students who are juniors or seniors. Adelante, however, has enrolled sophomores over the years. Starting in 2010-2011, we tried to implement a policy that a student be “16 years old or second semester 10th grade” in order to enroll.



Adelante High School Enrollment by Grade Level at CBEDS

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Total enrollment	205	229	200	185	172	137
Grade 10	25	15	22	29	11	4
Grade 10 %	12	6	11	16	6	2
Grade 11	64	92	50	56	63	35
Grade 11 %	31	40	25	30	36	26
Grade 12	116	121	128	100	100	98
Grade 12 %	56.5	52.8	64	54	57	72

A few students were admitted in 2011-12 who were only 15 ½ during 1st semester. Our “12th” grade column is a bit misleading, since those seniors could be “true seniors” or “super seniors.”

Enrollment by ethnicity & gender

Looking at our CBED’s data over the past four years, it is evident that we have had some changes in our demographics.

CBEDs data Adelante High for 2008-2011

	2008		2009		2010		2011	
	#	%	#	%	#	%	#	%
Total Students	200	100	185	100	174	100	137	100
Male	136	68	119	65	102	59	83	60
Female	64	32	66	36	72	42	54	40
White (not Hispanic)	117	58.5	107	57	92	52.9	69	50
Hispanic	47	23.5	59	32	54	35.6	46	36
African American	8	4	9	5	5	3	9	7
American Indian	4	2	0	0	4	2	4	3
Asian	4	2	2	1	5	3	4	3
Filipino	2	1	3	1.4	4	2	3	2
Pacific Island.	0	0	1	.5	1	.6	1	1
Multiple or No response	17	9	0	0	3	1.7	1	1

An examination of population subgroups showed a 10% rise in the percentage of male students between 2006 and 2008 going from 58 to 68% of the population. Going back



for many years the ratio has held fairly close to a 60/40 split and again in 2011 we had 60% male and 40% female.

Hispanic and African American students remain our only ethnic populations of any significant number, but these groups remain below the point of statistical significance in standardized testing results. Our Hispanic population has grown from 23.5 % to 36% this year and we've seen a slight increase in our African American population from 4% to 7%.

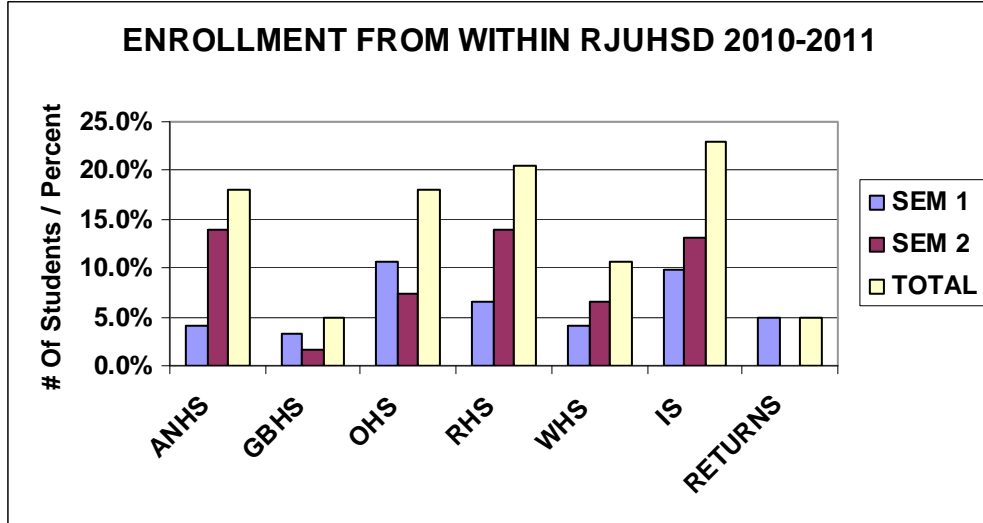
Transfer Origin 2008-2011

For many years, most of the transfers to Adelante were from Roseville High School. Prior to Roseville High switching to the block schedule in 2005/2006, transfer patterns to Adelante High School varied significantly between Roseville High School and our other comprehensive feeder schools. Since 2006 we have seen a smaller percent of transfers from Roseville High and a shift to our other comprehensive schools that contribute the most to our total student transfer patterns.

Transfer Origins 2008-2011

	2008-2009		2009-2010		2010-2011	
	AHS	%	AHS	%	AHS	%
Total AHS Students	380	100	350	100	335	100
Antelope HS	3	1	13	4	20	6
Granite Bay HS	25	7	12	4	6	2
Oakmont HS	84	23	60	18	42	13
Roseville HS	90	24	95	28	63	19
Woodcreek HS	28	8	23	7	19	6

Last year, 2010-11, we saw the largest number of students transferring to us from our independent study program at Independence High School (IS).



% OF STUDENTS

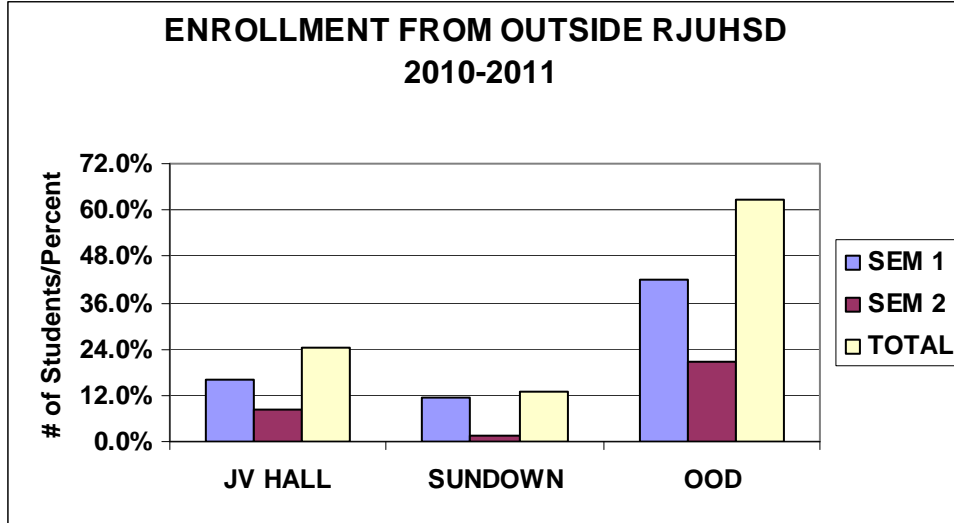
	ANHS	GBHS	OHS	RHS	WHS	IS	RETURNS
SEM 1	4.1%	3.3%	10.7%	6.6%	4.1%	9.8%	4.9%
SEM 2	13.9%	1.6%	7.4%	13.9%	6.6%	13.1%	0.0%
TOTAL	18.0%	4.9%	18.0%	20.5%	10.7%	23.0%	4.9%

NUMBER OF STUDENTS

	ANHS	GBHS	OHS	RHS	WHS	IS	RETURNS	TOTAL
SEM 1	5	4	13	8	5	12	6	53
SEM 2	17	2	9	17	8	16	0	69
TOTAL	22	6	22	25	13	28	6	122

In 2010-2011 Oakmont High School accounted for 18% of the 53 transfers in the first semester, Independence High School for 23%, and Roseville High accounted for only 20.5%. Antelope High School contributed 8% and Woodcreek High School was at 10.7%. Enrollment from within our district was at 55%, while 45% was from outside the district. The majority of our students come to us from our five comprehensive high schools and students who have not succeeded in our district's independent study program at Independence High School, who comprise approximately 23% of our enrollment.

Our data shows that about 45% of our new students in 2010/2011 enrolled at Adelante from out of district programs (OOD) and schools and were usually significantly behind academically when they arrived.



	JV HALL	SUNDOWN	OOD
SEM 1	16.1%	11.3%	41.9%
SEM 2	8.1%	1.6%	21.0%
TOTAL	24.2%	12.9%	62.9%

	JV HALL	SUNDOWN	OOD	TOTAL
SEM 1	10	7	26	43
SEM 2	5	1	13	19
TOTAL	15	8	39	62

The significant number of new students to Adelante from out of district schools reflects the transient nature of our student's educational career. We are often the third or fourth high school a student has attended and the credit analysis data shows that these students come to us very credit deficient. Some of our students come to us from Juvenile Hall and Sundown, which is the county community school, primarily for students on probation.

The data is difficult to interpret in this table because students who come to us from within our district, but then get expelled to the county school for a short time or are sent to Juvenile Hall, and then return to us, show up as Out of District (OOD) even though they may have been attending in our district, oftentimes for years.

Students transfer to AHS for a variety of reasons. Before this year, students were able to enroll at AHS during six specific transfer windows during the course of the school year. This year the grading periods were adjusted to match the comprehensive schools, enabling students to complete work at other sites and then to transfer credits to Adelante every 9 weeks. With involuntary transfers it is our responsibility to have the flexibility to meet the academic needs of each individual student at the time of his/her transfer, which may be at any point during the year. Generally, involuntary transfers are only about 10% of our students. The majority of our students are voluntary and a main reason they transfer to Adelante is because they have been receiving low grades and are credit deficient. Some students come to us due to attendance issues and some students enroll



with us because they feel lost at the big comprehensive sites. Our mission is to assist those students who have not been successful academically or socially at the traditional high school or at Independence High. Our goal is to provide a more personalized and caring environment.

Special Education

The number of special education students has dropped consistently over the past 5 years.

ADELANTE HIGH SCHOOL SPECIAL EDUCATION STUDENTS

	2007-08	2008-09	2009-10	2010-11	2011-12*
Students served	44	52	36	28	18

*2011-12 includes students served to date

Despite the drop in the number of students, we have maintained a full-time special education teacher and a full time paraeducator to provide services to the students who are enrolled with us.

GATE

We receive approximately \$1,000.00 for our Gifted and Talented Program (GATE). These monies help support field trips, activities and purchases of supplemental supplies.

Primary Language

The majority of Adelante students primarily speak English but there are a variety of home languages.

ADELANTE HIGH SCHOOL LANGUAGE GROUP DATA 2010-11 TOTAL ENROLLMENT – 174

Languages	Number of English Learners	Number of Fluent English Proficient	Total number of English Learner and Fluent English Proficient	Overall percent
Spanish	11	15	26	14.94%
Thai		2	2	1.15%
Filipino (or Tagalong)		2	2	1.15%
German		1	1	0.57%
Hindi		1	1	0.57%
Mandarin (Putonghua)	1		1	0.57%
Russian		1	1	0.57%
Ukranian		1	1	0.57%



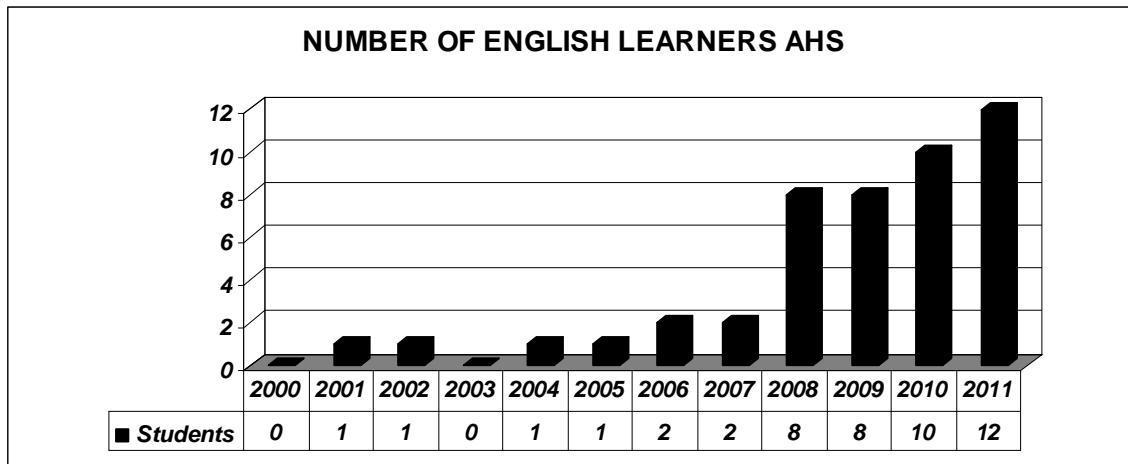
Adelante Comparison to District Data

	Total Enrollment	Number of English Learners	Number of Fluent English Proficient	Total number of English Learner and Fluent English Proficient	Overall percent
Adelante HS	174	12	23	35	20.11%
Roseville Joint Union HS District	10,054	315	1,271	1,586	15.77%

Compared to the district, we have a 5% higher number of students who are EL or FEP. With this increase we have added an ELD class and provided a release period for one of our English teachers to act as an English Language Specialist to support our EL and reclassified students.

Language Proficiency: EL, Reclassified

Whereas the number of special education students has dropped over the years, the number of English Learners has steadily risen in that same time period. The table below shows the sharp increase in EL students.



This year, we added an ELD class to the master schedule and enrolled all of our EL students. The teacher of that class has been an ELD teacher in the past. She has also been given a release period so that she can monitor closely not only the current students but also any students who have been reclassified in the past 2 years. Her role is to monitor, counsel, and intervene for these students.

English Language Learner Program Monitoring--Federal Program Monitoring (FPM)

In the fall of 2011, the RJUHSD reviewed its current policies and processes to evaluate the District's and each school's compliance with the mandated federal and state regulations for English Language Learners (ELLs) and Re-designated English Language Learners (R-Feps). As a result, each school within the district has instituted a review of



its current compliance status, and is bringing its programs and documentation into alignment with the required regulations. All students attending Adelante have been tested, as required, using the California English Language Development Test (CELDT). As part of the compliance review, students' records have been updated with current data and placement history.

In October of this year, an Adelante English teacher was designated as the school's EL Specialist. Her responsibilities include meeting and communicating with EL and R-Fep students, their parents and their teachers, and provide English Language Development support. Communications with parents include discussions about their student's CELDT, STAR/CST, and District Assessment results, a review of their student's overall academic standing, his or her progress toward redesignation, and the strategies implemented to support their student's academic growth and success. Reclassified students are monitored on a quarterly basis, for a two-year period, from date of their redesignation from an ELL status to a reclassified status. ELL students are monitored on a weekly basis, and are enrolled in an ELD class. The individual student's academic progress, and the ELL standards addressed lessons are tracked.

On May 2, 2012, our site will participate in a mock review similar to the official government English Learner Federal Program Monitoring (FPM) process. The agenda for this day will include interviews with the administration, the Categorical Program Monitoring Leader (CPM Leader), the ELL Representative, selected teachers and students, and the ELL and Reclassified students. Observations of classrooms and instructional strategies will also be conducted.

Attendance: transient rate, daily, truancy, tardiness

The majority of enrollment at AHS is on a voluntary basis. Our student population is highly transient. Students enter and leave our school at various times throughout the school year. As a result our enrollment varies greatly during the school year. For example, our 2010-11 CBEDs report below showed that we had 174 students enrolled. While that total enrollment number may change slightly during the school year, the actual number of students who are served at Adelante may reach a number anywhere between 350 and 400 students.

**AHS – Enrollment/Withdrawal – Changes
2010 – 2011**

	Enrolled	Withdrawn	Change
8/11/2010	150		
August	24	11	163
September	23	14	172
October	9	12	169
November	37	17	189
December	3	30	162
End of Semester 1	246	84	162
% of change	57	52	
Start Semester 2	162		
1/4/2011	21		183



So, while we enrolled 180 new students in the 2010-11 school year, we also had 178 transfers out of Adelante. The high number of transfers out of Adelante is due to a variety of reasons that most often include a student moving out of district, incarceration, or transfers to an independent study program (either our district or local charter programs) and is characteristic of the pattern we see each year.

Transfers out of Adelante

	2008-09	2009-10	2010-11
Total Students	191	170	204
18 years old	28	22	30
Out of District	47	38	47
Runaway	7	9	0
In-District	33	29	17
Adult School	17	7	17
JV Hall	22	11	20
Expelled	3	4	7
Passed Proficiency	1	0	0
Certificate of Completion	0	2	3
Passed GED	0	2	0
Graduated	33	46	63

The instability that results in high transfer rates has a significant impact on student attendance rates and overall success within the classroom. In one school year we could have a student enroll, move away, return, get arrested, attend the county school, and ultimately return to us. That student might have only attended school for a month or so at the same location, which poses a problem in continuity of curriculum and learning.

We have been working closely with our district's Adult School, which is conveniently right across the street from our campus. Our graduating seniors who are on track for graduation have the capability of enrolling concurrently with both Adelante and Roseville Adult School.

The district recently adopted a program called "You Can't Teach an Empty Seat" and a concerted effort has been made increase attendance rates.

ADA: Depending on how numbers are calculated our daily ADA is either 81% or 82%. We take attendance seriously and we contact families with personal phone calls and automated calls every day. If students have been absent habitually, administration will make calls home to discuss this with parents. If our YSO is on campus, he will accompany our assistant principal for a home visit and will pick up students and bring them to school. Occasionally, administration will pick students up at home if they miss the bus.

Adelante High has established attendance rules:



Excused Absences must be excused no later than the next school day

A single class unexcused absence turns into a cut

Tardies in same class period in one GP: 3rd-Disciplinary Referral & warning of consequences
4th- 3 days Work Service
5th-3 days Work Service, parent phone call
6th-1 Day suspension, parent phone call

Students who have repeated truancies will ultimately be informed of our Student Attendance Mediation (SAM) process:

10 + absences = needs a doctor's note

3 cuts/unexcused absence = 1st SAM letter

6 cuts/unexcused absence = 2nd SAM letter & citation

9 cuts/unexcused absence = meet with admin. &
3rd SAM letter

12 cuts/unexcused = SAM hearing (copy of form to student and copy mailed to parent)

Students who are habitually truant are required to attend a Student Attendance Mediation (SAM) hearing at the district office. With school and district administrators, law enforcement, and the family, a working plan is designed and agreed upon that will require the student to attend school. Students who do not uphold the agreement can ultimately be sent to the county community school.

Suspensions/Expulsions:

Our staff believes that our efforts to maintain appropriate discipline policies and hold students responsible for their behavior is appreciated and understood by parents. In accordance with our ESLRs related to Personal Development and Interpersonal Relations and our belief that disruptive activities should not be allowed to interfere with the educational activities of the students, the staff believes that the increase in suspensions was the appropriate response to the behavior of the students involved. In 2008-09, the faculty began developing a SERVE program. The purpose was twofold: one to focus on extreme behavior issues that impacted the whole school on a regular basis, and two to focus on academic issues for students who had demonstrated little or no progress over a significant amount of time. The changes in administration has also resulted in an increased focus on discipline and maintaining a high standard for student behavior.



Suspensions and Expulsions 2007-2008

	Adelante High					District			
	07-08	08-09	09-10	10-11		07-08	08-09	09-10	10-11
Suspensions	94	142	257	217		1730	1231	1128	1018
Suspension Rate	41.2%	41.2%	121.2%	124.7%		19.1%	13.0%	11.4%	10.1%
Expulsions	3	3	6	7		41	34	38	36
Expulsion Rate	1.3%	1.5%	2.8%	4%		0.6%	0.4%	0.4%	0.4%

From SARC reports

The suspension rate increased dramatically from 2008-09 through 2010-2011. The increase is due to the progressive discipline policy and a change in administration. Students report that they feel safer than ever on campus, primarily because there is a Zero Tolerance policy for drugs, alcohol, weapons and fights. Students are advised about the discipline policy and that they basically will get one warning and then action will be taken. Any bullying or harassment is dealt with quickly and seriously. Students are aware that further discipline violations will result in additional suspensions, generally escalating from 1 day to 3 to 5, then 5 and ultimately when they get to 20 days they are referred for expulsion.

In the spring of 2011, the site implemented an On Campus Suspension program (OCS) which allowed students to stay on site when they were suspended rather than stay at home. Our OCS supervisor worked with students not only on modifying behavior, but he also tutored students in their academic classes. Unfortunately, the district had to eliminate the OCS program at all sites due to issues with union contracts. We ran the OCS program for 2 ½ months. During that time we had a total of 51 suspensions, with 17 being OCS. Minor infractions for not attending “Lunch and Learn” or multiple tardies could result in being assigned OCS rather than a regular suspension. Any students with serious behavior issues such as drugs, alcohol or fighting would be sent home.

AHS Suspension Rates

	2008-09	2009-10	2010-11
Total Students	68	123	266*
Male	59	97	184
Female	9	26	82
White (not Hispanic)	39	63	113
Hispanic	15	28	73
African American	6	9	21
CAUSE			
48900 Disruption	89	118	177
Drug violations	18	34	22
Other	12	84	67

*includes “On Campus Suspension” for 2 ½ months



Our Discipline Guidelines were designed by staff with progressive discipline for inappropriate behavior:

ADELANTE HIGH SCHOOL DISCIPLINE GUIDELINES

This chart is a guideline for most discipline situations. The teacher or administrator may utilize discretion when making the final decisions. Suspensions for these offenses are authorized under Education Code (E.C.) 48900, sub sections listed below.

BEHAVIOR	E.C	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Abuse of School Personnel (verbal Physical)	k	Suspend for 5 Days Possible letter of condition		Possible move to expel
Alcohol/Drugs Paraphernalia: Possession /Sale	k, a	Suspend for 5 Days; Police Contact-return to 4 period day; Recovery class	Move to Expel	
Cell phone violations ~During instructional time ***** ~"sexting" ~pornography	K	Confiscate-return to student end of period *****	Confiscate-send phone to office *****	Confiscate, send to office-parent to pick up-conference *****
Cheating/ Plagiarism	k	Refer to AP for Warning; "F" on the Assignment; Teacher Calls Parent	Refer to AP for 3 Hrs. work service, AP Contacts Parents	Refer to AP for 3-5 Day Suspension; Contact Parents
Clothing- Unacceptable (Drugs, Profanity, Tobacco, Alcohol, Gang)		Change Clothing (Gang Attire Will Be Given to Police) Contact Parent on Gang Items	Change Clothing; Parent Conference (Gang Attire = Call Police)	1 day suspension
Defiance of Authority	k	Warning; Class Suspension; Possible work service; Possible 1 day suspension-	3 days of work service; 1-3 Day Suspension	2 Day Suspension; Parent Conference/Behavior Contract/letter of condition
Destruction of School Property	f	Pay for Material or Replace (Vandalism- Suspend 1-2 days; Contact Police)	Same as First Offense Plus 2-3 Day Suspension	5 Day Suspension: Contact Police;
Disruptive Behavior: Minor ***** Major	k	Minor- Teacher contacts parent, ***** Suspend 1-2 Days	Teacher Contacts Parent AP/Parent conference Behavioral Referral ***** Suspend 2	Work service ***** Suspend 3-5 days Letter of condition
Explosives – Possession/Use of: Firecrackers, Smoke Bombs, etc.	b	Confiscate Material; Contact Police or Fire Departments; Suspend 3-5 Days;	Suspend 5 Days Move to Expel (E.C. 48915)	



Extortion:	a/e	Each Incident: Suspend 3-5 Days; Contact Police; (E.C. 48915)	Police Contact; Suspend 5 Days; Possible Expulsion	
Fighting: Mutual Combat	a	Both Parties; Suspend 5 Days; Possible Police Contact; Possible Expulsion	Suspend 5 Days Move to Expel (E.C. 48915)	
***** Assault/Battery	a	5 Day Suspension; Contact Police, Possible Expulsion	Suspend 5 Days Move to Expel (E.C. 48915)	
Forgery: Verbal/Written	k	1-2 Day Suspension Parent Contact	2-3 Day Suspension Parent Conference Letter of condition	5 Day Suspension. Parent Conference/Letter of Condition
Hate Crime	k	Police Contact; Suspend 3-5 Days	5 Day Suspension Contact Police. Parent Conference/Behavior Contract	5 Day Suspension: Contact Police. Move to Expel (E.C. 48915)
Leaving Campus Without Permission	k	1 Day suspension; Parent contact	2 day suspension/Parent Conference	3 day Suspend/Parent Conference
Loitering: In & About Parking Lot or other designated areas, includes returning to campus after leaving on 4 per. day & on another school campus	k	Warning or possible 1 day suspension	2-3 day suspension/Parent Conference	3-5 day suspension Letter of condition
Profanity: Language & Vulgar Gestures	i	Warning;	Work service or 1 day suspension	2-3 Days Suspension (Any More Will Be Treated As Defiance)
Technology- User violation				
Theft	g,l	Suspend 3-5 Days; Contact Police	Suspend 5 Days; Contact Police	Refer for expulsion
Tobacco: Possession of Chew or tobacco	h	Confiscate; warning	Warning, citation by RPD, fine	Citation and 1 day suspension ***** 4 th = 2-day suspension
Weapons on Campus	b	Confiscate; Contact Police; Suspend 5 Days; Move to Expel (E.C. 48915)		
Sexual Harassment		Verbal & Written Warning. Call Parent (E.C. 48900.2)	Suspend 3-5 Days Off Campus. Parent Conference	5 Day Suspension; Contact Police. Possible expulsion.
Work service: No Show:	k	Reminder; possible 1 day addition	Add 2 days	Parent Conference Suspend 1 day

*Staff will use their professional judgment and take into consideration any extenuating circumstances.



* **Right to Appeal:** parents and pupil have the right to request a meeting with the school site administrator pursuant to Section 48904 of the California Education Code if it is felt that due process has not been followed.

*All decisions may be appealed to the Supervisor of the individual making the penalty judgment. (Example: Assistant Principal determines penalty, appeal goes to the School Principal.)

Socioeconomic status: Free/reduced lunch, parent education level

Socio Economic status (Free/Reduced Lunch) plays a role in the demographic make-up of the school in that a large number of our students are eligible for these services.

Adelante High Students on Free and Reduced Price Lunch –

Free and Reduced Lunch Participants	Percent
2010-2011	80%
2009-2010	72%

Our students who are eligible for free or reduced lunch also have breakfast available to them daily. On our minimum days, they are served lunch before they leave campus.

Based on enrollment information provided from the parents of our students, the chart below reveals the parent education level for our current students’ parents.

Adelante High Parent Education Level 2011

Parent Education Level (highest)	Percent
Not a high school graduate	17%
High school graduate	29%
Some college	33%
College graduate	13%
Graduate school	4%
Declined to state	4%

We realize that a number of our students have parents who do not know how to navigate the complex and oftentimes complicated websites for colleges. We provide workshops on FAFSA, community college registration, and community college entrance exams. We also arrange for field trips to nearby colleges so that students feel comfortable going on campus. This year we also had the military come to campus to administer the ASVAB test for our students.

Safety, cleanliness, adequacy of facilities

Our 2006 WASC accreditation noted that the cleanliness, safety and “family-like atmosphere” of the campus were seen as major strengths of the school. School safety is a primary focus of our staff and is facilitated through regular weekly staff meetings regarding student needs and issues. Staff members communicate regularly to administration if they witness or overhear something that could result in a discipline



issue. Additionally, we have a full-time campus monitor and a number of staff members help with parking lot, bus, and lunch supervision. Before, during and after school, our students are supervised by our campus monitor, counseling interns, and the administrative staff. The school requires that all visitors check in at the office for administrative approval to be on campus. Visitors are issued name tags and asked to sign out when they leave.

The district maintenance staff holds the safety of students and staff as a high priority. After annual fire inspections, maintenance crews respond in a timely fashion to insure that we comply with all areas that are marked for attention. All facilities are maintained and repaired to insure proper working order and a safe environment for all educational and instructional activities. We have a full-time custodian and weekly services of the district grounds and maintenance staff. Site restrooms, classrooms, and offices are cleaned daily or as needed by site staff. All of the school toilets are in working order and are re-supplied daily as needed. Safety “walk arounds” are conducted by our site safety committee and work orders are submitted for any issues that need to be addressed.

Our site facility includes 2 computer labs, 10 standard academic classrooms, an art/ceramics room, a day care facility, a counseling center, a science lab, a cafeteria/multi-purpose room, and a full woodshop, making Adelante High one of the most comprehensive continuation programs in the state. We also have office spaces for our Youth Services Officer, who is here 4 days a week, our nurse, our two administrators, our two administrative assistants, our part-time intervention counselor, our three counseling interns, our campus monitor, a volunteer MFT who is earning state licensure, and a part-time Learning Support Specialist. On occasion, we have to play “musical offices” when we have a number of support staff on the same day, but generally we have a desk for everyone.

Staff: certificated (credential status, education level and years in teaching)

Adelante is well staffed to serve the needs of our student population. Our program is served by:

- 1 principal
- 1 full time assistant principal/counselor
- 1 part-time intervention counselor (2 days per week)
- 12 full-time teachers (1 of whom is an ELD teacher & EL specialist)
- 1 part-time special education teacher who is CLAD certified

The principal, assistant principal/counselor, and 2 office staff make up the school Management Team. They meet on a weekly basis.

The entire staff meets weekly to discuss school-wide issues and to participate in PLC meetings and/or WASC teams.

Guiding Coalition—A group of teachers who have volunteered to be part of a Guiding Coalition, focusing on curriculum, professional development and interventions. They



have attended workshops put on by the DuFours and Mike Mattos, focusing on how to work better in PLT's and how to develop leadership on the campus.

Department coordinators—Each department has one individual selected to act as a department coordinator, who helps design agendas for Monday PLT meetings, who gathers district common assessment date and represents our site at district level common assessment meetings.

Staff Demographic Data

Number of Teaching Staff			
Year	Male	Female	Total
2007-2008	5	6	11
2008-2009	5	6	11
2009-2010	5	8	13
2010-2011	6	6	12
2011-2012	6	7	13

Teacher Credential Status					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Fully credentialed	11	11	13	12	12
Without full credentials	0	0	0	0	0
Working outside subject	0	0	2	0	0

Our district has provided a number of opportunities over the past 6 years for teachers to become CLAD certified. As of last year, we had 2 teachers who had not been CLAD certified. One of the teachers is retiring at the end of this year, so the district office allowed him to waive getting certified for this year since he would not be here next year. Our other teacher took online classes and completed his portfolio this past winter.

CLAD certification				
	2008-2009	2009-2010	2010-2011	2011-2012
CLAD certified	10	10	10	11
Working on CLAD		0	1	0
Without CLAD	2	2	1	1

Below is the education level that our teachers have currently reached.

Teacher Education Level					
Year	Doctorate	Masters+30	Masters	Bachelors+30	Bachelors
2009-2010	0	3	3	6	0
2010-2011	0	4	2	6	0



Classified (student support services, substitutes, etc.)

- 1 Administrative Assistant
- 1 Principal's Secretary/Registrar
- 1 special education paraeducator
- 2 Day Care aides
- 1 full-time campus monitor (bilingual)
- 1 full-time custodian
- 3 part-time AVID academic tutors
- 1 part-time Youth Service Officer (4 days per week)
- 1 part-time nurse
- 1 part-time workability counselor
- 1 part-time school psychologist---reduced services for 2011-12
- 1 part-time Learning Support Specialist (bilingual)
- 1 breakfast and lunch cafeteria server
- District-wide grounds and maintenance crew

In the last six years there have been a number of changes in our staffing and assignments. Over 50% of our teachers, paraeducators, and administration are new to our school since the time of the last accreditation. Our school resource officer has changed four times in the past 2 years. Of our 12 teachers in 2006, five have retired and two moved out of state for family reasons. Temporary contract positions intended to help with needs in math and science have been filled and terminated 3 times in the past 3 years. Our computer lab aide and administrative assistant/librarian positions were eliminated in 2010-11.

In administration, our Assistant Principal was promoted to Director of Pupil Personnel Services in the district office in 2006-07. His replacement was reassigned to another site a year later. In 2009-10 our principal who had worked here for 27 years retired and was replaced by an administrator from within the district. The assistant principal position was originally terminated, but later reinstated, but only half time. In 2010-11 the part-time assistant principal was hired as principal and our counselor became a half-time Assistant Principal and half-time counselor. Unfortunately, the full time counseling position we had benefitted from for two years once again was merged with administrative duties. In the fall of 2011, we were offered a part-time intervention counselor, who we share with Independence High. This has provided us with some relief with scheduling and academic counseling. In the fall we added an ELD class to the master schedule and gave our ELD teacher a release period to give her time to fulfill the obligations as our EL specialist. One of our English teachers went out on medical leave in early December and will remain out until April 2012. We had one long-term substitute for a 6 weeks, then hired another long-term substitute who has an English credential through spring.

While staffing changes of this magnitude naturally impact the flow of a school, they have also allowed us to examine academic and behavioral support offerings and structure. Staff members are involved with the School Site Council, the District's Continuous Improvement Leadership Team (CILT), Student Attendance Mediation (SAM) hearings, Assessment and Support Team (AST), District Technology Team, EL Leadership Team, English Learner Advisory Committee (ELAC), District English Learning Advisory



Committee (DELAC), Safe Schools Committee, District Goals Committee, and District-wide Common Assessment sessions in all core areas. All of our teachers are fully credentialed and NCLB highly qualified in the core subjects they teach.

Professional Development and numbers participating

All teachers participate in district in-service/training activities at least once per year. In addition, teachers participate in conference activities related to their content areas or strategies for addressing the needs of our student population through. Staff have been actively involved in research, staff development, training opportunities and implementation of several intervention techniques.

With a focus on **math** last year and this year for our Single School Plan, teachers and administration sought a variety of staff development offerings:

- ~training in CAHSEE Revolution online course
- ~Principal and Assistant Principal attended Holt math training for observations/evaluations in math
- ~all 4 math teachers attended 3 day training for Holt math
- ~training on supporting EL students by 12 teachers
- ~Professional Learning Communities Training (DuFours) for 2 math teachers
- ~training on direct vocabulary instruction by 12 teachers
- ~hired retired math mentor to coach math teacher

Another focus was on **English** and teachers and administrators sought training in this area:

- ~2 English teachers receive 3-day Holt English training
- ~Principal and Assistant Principal received training in Holt English
- ~Training on supporting EL students by 12 teachers
- ~2 English teachers trained in Expository Reading & Writing Curriculum (ERWC)
- ~SmartBoard training for 1 English teacher to learn additional instructional strategies for using technology for reading and writing instruction
- ~training on direct vocabulary instruction by 12 teachers
- ~training and use of graphic organizers by 12 teachers
- ~4 teachers trained by Dr. Kevin Feldman on “Improving Learning and Literacy in Core Instruction”
- ~Academic Discourse Development for EL Achievement (Kate Kinsella) was attended by 2 teachers

A third focus was on **reducing the number of F’s** (2011) and **increased student engagement** (2012). Teachers and administrators attended the following training to support this goal:

- ~AVENTA blended online learning training by 1 teacher
- ~Differentiated Instruction conference
- ~AVID summer institute training by 3 teachers
- ~Holt math and English training by 6 teachers and 2 administrators
- ~CLAD training by 1 English teacher
- ~Sanger District training for Administrators on data analysis and PLC’s
- ~Blackboard training by 3 teachers
- ~Family Support Team (wraparound social service) training by our assistant principal,



- Learning Support Specialist and one counseling intern
- ~4-day PLC Training (DuFours) for 1 teacher and 1 administrator
- ~3 day workshop in the Summer Leadership Institute by 1 administrator
- ~Latino Leadership Council put on a training for advocacy of Latino youth, attended by campus monitor and principal
- ~The “Highly Engaged Classroom” webinar was viewed by principal
- ~Response to Intervention (Mike Mattos) training by 7 teachers
- ~ Dr. Kevin Feldman on “Improving Learning and Literacy in Core Instruction” training attended by 4 teachers

Student Participation in co-curricular activities and extra activities

Co-curricular activities for the students are a regular part of the Adelante program and include:

- Guest speaker presentations related to career or college opportunities
- Lunch-time counseling groups
 - Anger Management
 - Drug & Alcohol Recovery classes
 - Girls’ Group
 - Boys’ Group
- Legion (Blood Drive, Canned Food Drive, Recycling, Movie Nights)
- Youth Empowerment and Goals Association (YEAGA)
 - *Roseville and Lincoln Parent Project*—Adelante students are co-facilitators at sessions
 - *Health Educator Substance Abuse Prevention Coalition for Placer Youth*—students sit on panels and forums to educate community
 - *MECHA de Sacramento Chicano Youth and Mujeres Ayudando La Raza*—conference at CSUS attended by Adelante female students
 - *Latino Youth Reach Out Coalition for Placer Youth*—YEAGA students surveyed peers and adults re: Youth underage drinking and published results
 - Folsom State Prison Youth Diversion program—Adelante male students who are at-risk are invited to attend a 7 hour program at Folsom prison
 - Teaching Pro-Social Skills—YEAGA students work with 4th graders to teach students desirable pro-social behaviors
 - Cesar Chavez Youth Leadership
 - Thanksgiving Outreach—students volunteered to serve Thanksgiving dinner to the community
 - Ballet Folklorico Dance Group
 - United We Dance—Ballet Folklorico students bring different cultural dances to the community
 - Roseville Library Dia de Los Nino’s—our Ballet Folklorico performs for children in the community
 - Latino Leadership Council Buljon Health Fair—Ballet Folklorico performed and a YEAGA session was held
 - National Teen Leadership Program—2 students attended program at CSUS for 3-days, 2 nights and developed how they could become a positive power in the community. Both students received honorable mention on their essays and an award for volunteer service



- Placer County Ambassador—2 senior students were student ambassadors
- Home Start—Forum on alcohol, drugs and gangs presented by YEAGA students (presented in English and Spanish by our students)
- National Guard guest speaker
- American River College workshop on informative speeches, organizing a speech and 5 tips for listening
- Peace for Family—an 8-week after school program to educate students about domestic violence
- Dia de los Muertos—Day of the Dead—a festival celebrating family members who have died. Students created sugar masks. Aztec dancers performed at lunch.
- Red Ribbon Week--Activities class put together an event to “Say NO” to drugs, alcohol, gangs and bullying (ribbons, banner, bracelets, pledges, etc.)
- Basketball team (coached by our YSO)
- Bowling team (went to Championship last year)
- Co-Ed softball league
- Field Trips to local businesses (Sutter Hospital, Roseville Electric, Roseville Library, Federal Reserve)
- Day Care Trips: e.g. Pumpkin Patch, Zoo, Young Parents’ Picnic, Roseville Library
- Library Contests
- Open mic poetry
- Talent Shows
- Back to School Night
- Ice cream socials
- Barbeques
- Halloween costume contests
- Kids CAN—food drive with pizza party reward to class with most cans
- Awards Assemblies
- Career Fair
- Graduating Seniors and Parent Night
- Senior Trip
- Graduation Luncheon
- Interact Club
- ASK Club
- GSA Club
- Student representative on RJUHSD School Board
- Voter Registration Drive
- College visitations (Sierra College, CSU Sacramento, UC Berkeley)
- RSP Tutorial services
- Scholarship Program
- Art show & Gallery
- 4week Progress Reports
- Recycling
- Reunion – all school
- Yearbook designed by students
- School sweatshirts
- Star student board
- Monthly Birthday board



- Graduation board
- Sacramento State Field Fair for peer counselors

One of our goals is to provide experiences that may not be available to students otherwise, to increase opportunities and understanding of work/college requirements, to enhance educational relevance and cultural understanding or to just have fun.

Additional Social Services available to our students:

1. TAPP – 1st 5 Giant Parenting Services
2. Tutoring for foster and homeless students through PCOE
3. Homeless Services
4. Youth Service Officer 4 days week (also our basketball coach)
5. Probation officers on campus visits

District policies/school financial support (spending per pupil, other funding)

Adelante is well-supported financially by the district. The school receives a site allocation based on our CBEDs enrollment and a base budget multiplier. To insure adequate funding, our CBEDs enrollment is adjusted to a minimum of 200 students in low enrollment years and Adelante's based budget multiplier is 19% higher (\$168.50 vs. \$136.00) than at the larger schools in recognition of fixed costs regardless of school size making for a yearly site budget of **\$49,032**. From our site budget allocation, each teacher at Adelante receives a classroom budget reflective of needs and program.

Our site also receives approximately \$5,000.00 annually for technology, but with aging computers, printers, overhead projectors, DVD players, etc., we struggle to keep up with the wear and tear on technology. We also have been trying to improve instruction through the use of SmartBoards. Two of our teachers received SmartBoards through a district grant a few years ago. This year we were able to install 2 additional SmartBoards from money we received through Program Improvement funding.

Fortunately, we have a good working relationship with Roseville Adult School who we share our facilities with on a daily basis. Their classes meet on our campus in the late afternoons and evenings and they have purchased one full computer lab and 10 additional computers for our site. Along with those purchases they have paid for furniture (desks, chairs and tables) that is used by their adult students. Without this arrangement, we would not be able to support one of our existing computer labs.



Student Performance Data

The history of academic deficiency our students bring to Adelante is reflected not only in their credit history, but also in their state and local test performance. Measures of what our students “should” know indicate significant deficiencies brought on by their years of lack of success in school.

API: past, current, rankings

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California using weighted test data in specific testing areas. Initially, the state has set 800 as the API score that schools should strive to meet. However, each year the State determines a target score that indicates expected growth for that year.

Academic Performance Index (API)

2007 – 2011

Goal = 800

	2007	2008	2009	2010	2011
Base API	589	467	575	566	538
Score	467	575	567	540	592
Growth from previous year	-122	108	-8	-26	54

This past year, our staff was very pleased with the 54 point gain on our API. Adelante’s overall API scores, however, represent the academic struggles of our total population and our scores are well below that of the comprehensive high schools and the state target of 800. During the 2010-2011 school year, we made a concerted effort to enroll students in grade level courses that aligned with the STAR test. Teachers in the core content areas used released STAR questions as warm-ups and reviews throughout the year, but especially as we got closer to the STAR tests. Not only were students reviewing the content but the teachers were teaching test-taking strategies that will benefit students when they move onto college or other post-graduation educational opportunities.

We also provided a number of courses to remediate courses and to provide students with a comprehensive CAHSEE review before the test. This year we initially scheduled one English and one math CAHSEE review class, but realized upon enrolling that students we needed an additional English section, which was created. We provided lunch for students who came in to study with our academic tutors and teachers before the CAHSEE administration of tests. We also provided tutors who worked with students on a pull-out basis. We continue to make efforts to improve our school’s effectiveness in addressing academic needs of our students in comparison to similar school results.

ASAM—no longer required to submit data since 2007-08



California Standard's Test (CST's)

Efforts have been made in the past few years to change the testing protocol at our site, to provide student incentives, and carry out individual CST reviews with students to examine their results and underscore the need to “try.” During the period prior to our last accreditation through 2007, an average of 78% of our 11th grade students scored at Below or Far Below Basic in the English Language Arts test. 2007's results showed an even higher % of students scoring at the Below or Far Below Basic levels.

Efforts have been made in the past few years to change the testing protocol at our site, to provide student incentives, and carry out individual CST reviews with students to examine their results and underscore the need to “try.”

Adelante High School CST 2006-2011 % Advanced/Proficient (Adv/Pro) % Below Basic/Far Below Basic (BB/FBB)

	2006		2007		2008		2009		2010		2011	
	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB	Adv/Pro	BB/FBB
English 10	8	80	2	88	16	58	8	76	6	60	13	60
English 11	11	72	4	89	15	62	9	69	21	58	17	53
Algebra	17	67	4	79	6	84	0	89	0	84	43	76
Geometry					0	88	5	91	8	76	3	73
Wld Studies	5	88	0	92	12	80	6	94	10	69	12	75
US History	6	70	2	92	10	72	11	69	21	66	25	50
Life Science	8	65	3	87	16	55	3	80	16	61	17	60
Earth Science	14	57	7	70	23	48	14	49	24	48	32	34

In 2007 our CST scores took a dramatic drop, with a resulting decline in our API to 467. In an effort to analyze the results, the school reviewed all scores and interviewed all students who tested in 2007 and returned for the 2008 school year. The results indicated that the majority of students had been at Adelante for a semester or less, with the mean length of enrollment at just 22 weeks prior to taking the CSTs. Students, in general, had not had sufficient time to adjust to the school or to engage over time in the curriculum. Of the 81 students participating in the 2007 CST, their mean gpa was 1.57 and they were on average a full year deficient in English and ¾ a year deficient in overall credits.

In 2008 the number of students scoring Below Basic or Far Below Basic declined significantly: ELA 10th grade scores improved from 88% to 58% and for 11th grade the improvement was from 89% to 62%. While this was an improvement over earlier years, 2009 showed another increase in both grades: back up to 76% for 10th grade and 69% for 11th grade. Below basic and Far Below Basic scores have since declined again in both 2010 and 2011 down to 60% for 10th graders and 53% for 11th graders. This is the lowest number thus far. While still high, this represents an improvement in our student's performance. In Algebra, Geometry, World History, U.S. History, Life Science, and Earth Science the scores for 2010 and 2011 are also indicating an improvement in decreasing the number of Below and Far Below Basic scores for our students. Steps taken by teachers and staff to focus on the standards emphasized in the CST's as well as a change in our testing protocol appear to have made a difference.



At the other end of the scale 2010 and 2011 show an increase in the number of students scoring Proficient or Advanced for most of the tests. In 2011, 10th grade ELA scores were at 13%, approaching the 16% in 2008, and up from the 8% in 2009. The 2010 and 2011 11th grade ELA Proficient or Advanced scores averaged 19%, a significant improvement over preceding years. World History, U.S. History, Life Science, and Earth Science all made significant progress, and in some cases doubling or better the number of students scoring Proficient or Advanced from 2009. The number of math students scoring above Basic remains in the single digit range, which continues to be a concern and focus for intervention and remediation in the math department.

While it is clear from the data that our students continue to academically struggle, it is also evident that the academic programs and attention to personal development help our students improve. As a school, Adelante has also continued to improve and will remain focused on providing the best possible educational opportunity for all of our students.

CST's and Socio-Economic status

Much research has been done revealing that oftentimes socio-economic disadvantaged students score lower than a school's general population. What is interesting in the data below is that Adelante's low SES students often perform just as well, if not better than the rest of our population. There is no trend to support the research that says they score lower.

Adelante High School CST Scores									
Test	Socio-Economic Disadvantaged % Proficient or Above				All Students % Proficient or Above				
	2008	2009	2010	2011	2008	2009	2010	2011	
ELA 10th	19	0	10	20	16	8	6	13	
ELA 11th	5	9	20	13	15	9	21	17	
Algebra 10th	8	0	0	7	6	0	0	3	
Algebra 11th	4	0	0	4					
Geometry	----	0	0	0	----	5	8	3	
World History	14	0	13	6	12	6	10	12	
U.S. History	2	0	18	16	10	11	21	25	
Life Science	19	0	21	20	16	3	16	17	
Earth Science	16	17	22	27	23	14	24	32	

From CDE – STAR Test Results

CAHSEE

The California High School Exit Exam (CAHSEE) was introduced with the class of 2006. From that year on, in order to receive a high school diploma in California, students are required to pass both the English Language Arts (ELA) section and the Math section of the High School Exit Exam. All students take the exam for the first time during the spring semester of their sophomore year of high school. If a student fails one or both of



the sections, he/she will have an additional six opportunities to take the exam during his/her junior and senior years. The table below represents the percentage of sophomores who passed each section of the exit exam while enrolled at AHS in the fall semester of their sophomore year.

CAHSEE 10th grade students--# tested and Percentage passing

	2006	2007	2008	2009	2010
# Tested	32	36	25	25	30
ELA-% passing	68	28	68	41	57
Math-% passing	53	33	67	41	55

We have added a number of interventions for students including tutors at lunch and pull-out for tutoring on both sections of the test, CAHSEE review imbedded in English and math classes.

CAHSEE results were also examined for both Adelante High School junior and seniors and the district as a whole. The table below represents the percent of juniors and seniors who did not pass the exam for the years 2006-2011.

**CAHSEE DATA
2006-07 through 2010-11
Junior/Seniors % not passing**

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS 11th	64	67	59	46	46
AHS 12th	46	32	38	6	30
AHS Total	52	47	44	25	41
District 11th	20	18	16	13	17
District 12th	12.5	10	6	6	7
District Total	16	14	11	9.4	13

The trend for both the district and for Adelante High School is a reduction in the number of students not passing during their junior and senior years until last year. This is a difficult analysis since some seniors who have not passed CAHSEE drop out of school because they become discouraged.

The CAHSEE tests are important for our students in that these exams often represent a significant hurdle for them in terms of graduation. While many of our students do not take standardized testing very seriously, they have come to understand the importance of doing their best on the CAHSEE. The school has continued to provide the CAHSEE remediation classes prior to each administration of the examination and has incorporated a variety of materials and approaches to help students be successful. In addition, we have hired AVID academic tutors who work with students in small groups and individually, both on a pull-out basis, at lunch, and after school. The Special Education Academic Lab



class also provides students with access to CAHSEE prep. materials and one-on-one tutoring. In addition, the part-time special education teacher provides direct instruction in math and English on a daily basis, which will benefit students who still need to pass the CAHSEE. We also work with juniors and seniors to analyze their individual score results so that they know exactly what areas they need to focus on before they re-take the exam.

AYP

This past year we met all 6 of our Annual Yearly Progress criteria: Participation Rate in ELA and math, Percent Proficient in English and math, our API, and our graduation rate.

CELDT

Our students who identify their home language as anything other than English are tested shortly after they enroll and at the beginning of every school year with the CELDT test. Proctors from Categorical programs and language aides give the test to the students in small groups and one-on-one. Here are the results up to our most recent enrollments in December 2011. We enrolled 4 new students who will be CELDT tested, but those results are not available at this printing.

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total EL students
2011		3	1	6		10
2010	1	1	5	2	3	12

This year we added an ELD class to our master schedule, which is taught by a teacher who has taught ELD at one of our comprehensive sites. She has also taken on the position of English language specialist and as such she will monitor student progress, work with students and their families and coach our staff on ELD strategies to support these students.



Local Assessments:

District Common Assessments

The Roseville Joint Union High School District has been developing district-wide common assessments for the past 6 years. Each site sends a teacher representative who helps develop, analyze and revise the assessments. Below is an example of the site compilation of data for a US history class:

**SAMPLE
SITE Compilation (For Site and District Reference)
Common Assessment Item Analysis**

Date: Dec. 21, 2011

Site: Adelante High School

Course: U.S. History—Grading period 2, December 2011

		<u>90-100%</u>	<u>80-89%</u>	<u>70-79%</u>	<u>60-69%</u>	<u>59% and below</u>	Total # Students Taking Test
Period	3	1	1	3	1		6
Period	6	1	1	3		1	6
	Totals	2	2	6	1	1	12
	Total Percentage	17%	17%	50%	8%	8%	100%

1. What were the 6 most frequently missed questions?

20, 21, 23, 24, 25, and 31

2. What questions did the most proficient students miss?

24 (warning signs prior to the stock market crash) and #25 (Prohibition) - Both questions are "Except" questions which students typically struggle with.

3. What learning targets or topics did students most struggle with?

* World War I (It was covered at the beginning of the grading period -- some students came in two to four weeks into the grading period, after this information was covered in the class.) Only one student failed U.S. History this grading period (the same student who failed the district common assessment). He missed numerous days of school.

Teachers analyze their individual, site and district data, then work collaboratively to make adjustments to the assessment if needed. The tests are closely aligned to state standards, CAHSEE and STAR test targets. Currently, the groups are taking a look at the Common Core Standards to determine commonalities between current state standards and tests and looking at what new expectations are in the future for our students.

In addition to site and district analysis of student assessment data, during our evaluation process, teachers are asked to bring their assessment of the unit that was observed by their administrator. They rank the students into 4 categories: above standard, at standard, approaching standard and far below standard. Then they must consider what



the students' needs are and how the teacher can differentiate instruction and include interventions in the future to help students become more successful. (see appendix for observation/evaluation tools).

District Writing Assessment

Our district has been using a district-wide writing assessment for over 15 years. The structure and format has changed over the years, but currently there are two types of writing prompts: expository and literary analysis. The scores range from 0 to 6. For many years, Adelante students were notorious for simply writing 1-2 sentences, basically expressing their feeling that they did not know what to do and that they would not write an essay. These were generally scored as 0's. In some classes, almost all students would receive 0's. Over the past 5 years, students at Adelante have been taught not only how to write both types of essays, but to write them under time constraints (55 minutes). Our English teachers have worked diligently to teach students how to read critically, how to break down a prompt, how to organize an essay, and how to write under pressure. The table below shows how many of our students are now writing 3's, which is our goal at this point. Ultimately, we would like to see more students receiving scores of 3 and 4.

Expository Essays 2009-2010

Grade	Score = 0	1	2	3	4	Total
9	0	0	1	0	0	1
10	0	3	4	4	0	11
11	0	2	24	13	1	40
12	0	3	4	1	0	8
total	0	8	33	18	1	60

Expository Essays 2010-2011

Grade	Score = 0	1	2	3	4	Total
10	0	0	4	3	0	7
11	0	2	12	8	0	22
12	0	2	6	3	1	12
total	0	4	22	14	1	41

Literary Analysis Essays 2009-2010

Grade	Score = 0	1	2	3	4	Total
9	0	0	0	0	0	0
10	0	5	16	6	0	27
11	0	10	26	10	1	47
12	0	4	11	3	0	18
total	0	19	53	19	1	92



Literary Analysis Essays 2010-2011

Grade	Score = 0	1	2	3	4	Total
10	0	0	10	5	0	15
11	0	1	25	19	4	49
12	0	0	6	6	0	12
total	0	1	41	30	4	76

Students who receive a score of a 3 or 4, receive ½ credit on their transcripts for English since this would be considered “Proficient.” This incentive has seemed to help the students take the test more seriously. Most teachers feel that the expository essay is easier for our students to write to. The literary analysis is usually a very sophisticated passage or poem that students must explicate and analyze for mood, tone or diction. It is impressive that our students seem to be doing better on the literary analysis, with very few students currently scoring a 0 or 1. Students are at least attempting to examine the passage and to write to the prompt. The English department continues to examine results and to consider how to help our students become better writers.

Reading Tests (GM)

Through ASAM we used to administer the STAR reading test. We no longer have to report to ASAM so we do not have current data for that reading test. In addition, we never really felt that test was a very accurate indicator of students’ reading comprehension. Students did not take it seriously and we had almost incomprehensible data from those tests that were given as a pre and post-test.

We are now using the Gates-MacGinitie (GMRT) test as a pre and post-test in the English 9, 10 and 11 classes. We just began using this test and do not have data to show at this point, but we will continue to gather data to see how our students are doing in terms of reading comprehension and vocabulary development.

Report Card Analysis: D’s and F’s

Twice a year, grade data is presented to the site representatives who attend the District Common Assessment meetings. Below are results of the number of D’s, F’s and Incompletes (Inc.) that were given at the end of semesters. We do not have data for spring 2007, fall 2008, and spring 2009, but the data provides some interesting information.

Subject	Fall 2007		Fall 2009	Spring 2010	Fall 2010		Spring 2011		Fall 2011	
	% D & F’s	Inc.	% D & F’s	% D & F’s	% D & F’s	Inc.	% D & F’s	Inc.	% D & F’s	Inc.
Writing applications	63.6	--	32.3	51.8	--		--		--	
Eng. 10	16.7	--	--	--	7.6		20		20.4	
Pub. Speak	9.1	--	6.7	0	8.3		25		15.8	
Conventions	43.3	--	--	--	--		--		--	



Writing	67.2	--	21.5	9.4	12.5		47.8		--	
Literature	62.5	--	18.5	5.6	14.3		14.3		--	
English 11	--		--				--		32.9	
English 12	--	--	--	--	10.8		37.8		51.3	
Pre-algebra	32.3	32.3	20	--	--		--		--	
Algebra	aver 62	32.2	Aver 91	83.1	31.8	21.2	17.7	4.4	60	
Geometry	47.4	--	50	59.6	22.8		48.2		88.9	
Env. Sc. Proj.	--	--	--	2.3	48.6		2.4		26.9	
Life Science	31.5	--	11.1	56.1	54.5		43.6		Aver 69	
Phys. Science	45.8	--	30.6	--	55.6	11.1	--		47.5	17.5
Health- online	--	--	--	27.6	42.9	42.9	44	4	69.6	
Economics	48.6	--	29.3	55	71.1	11.1	21.4	3.6	51.5	21.2
Government	31	--	57.1	31	26.3		31.8		20.8	2.1
US history	Aver 42.5	10	36.6	31.5	26.4		20.4		25.4	4.5
World Studies	55	4	38.6	48.9	18.1	54.5	18.2		17.4	
Psychology	--		--	--	--	--	--		71.4	

One of our District and site goals has been to decrease the number of D's and F's. Some of this data is a bit skewed since we have restructured and renamed courses in a variety of ways over the past few years. For example, some classes that were offered in 2007 are no longer offered or may be called something else. Some English classes like Creative Writing, Journalism and even CAHSEE prep courses were coded as English 10. Kris Wilson points out that "Even this year's English 9/10 Credit Recovery classes are still being coded as English 10 even though that is NOT what this class actually is." Her "pure" English 10 classes, consisting of only 10th graders are included in the data with the English 9/10 recovery classes, which are primarily juniors and seniors repeating the course that they failed previously.

Some teachers have now shifted away from variable credits. Kris Wilson argues, "up until our current school year I gave variable credits to students. If a student failed to complete/pass one large chunk of assignments/assessments, she could still earn credit for what she DID complete/pass. I no longer do this given my current paradigm shift from rewarding students for what they accomplish (without penalizing them for what they fail to complete or master) to holding all students accountable for the same level of learning in my classes."



Another issue is that many of our teachers do not issue D's. They expect 70% or higher from students to receive credit. Interestingly, this is a higher standard for students than many of our comprehensive sites. Some teachers are requiring students to analyze their own data points and to self-reflect on their academic progress. They hope that this self-analysis will "be concrete proof that effort + assessment = intellectual growth" (K. Wilson).

So, what do our grades tell us? We dropped pre-algebra as a course and required our students to take Algebra regardless of whether or not they had been successful in pre-algebra. We are still trying to figure out if we need to administer some sort of pre-test in math before students are assigned to a course. Many of our comprehensive sites have added pre-algebra back into their master schedules. We may need to do the same. There are some blips on the screen that need clarification. It appears that students did exceptionally well in Geometry in Fall 2010, but we know that there was a security breach with the final assessment and a number of students had the answers for the final exam. The high numbers of D's and F's will continue to be an area that we will examine and try to figure out a way to help more students be successful so that they can graduate in a timely fashion, while still mastering the material.

Completion Rates: Graduation, dropout

In 2006, the Roseville Joint High School District increased the graduation requirement from 220 credits to 260 starting with the graduating class of 2009. We believe that increase had significant impact on the number of transfers resulting in the high enrollment in 2007. In 2008, the district adopted a policy reducing the requirement of elective credits only for Adelante High School students. Adelante's graduating class of 2010, as well as future classes, were held to identical core classes but we required 40 credits less in electives to graduate. Current policies at the comprehensive high schools have shown that those schools are trying to keep students within their programs in an effort to remediate credit deficiency or lack of achievement until a student is almost mathematically unable to graduate on time. At that point, students are counseled that if they cannot graduate on time at their home school, they might want to transfer to Adelante.

Since our 2006 accreditation, there have been significant changes to Adelante course structures and requirements. Coupled with the 2006 accreditation team's recommendation to "develop a more rigorous and articulated curriculum" and the need to address the state content standards in all academic subject areas and to insure that students have completed the corresponding material and related assessments have changed our methodologies and processes for awarding credit. Specific course strands have been created with credits being awarded only after a student has shown or demonstrated proficiency on the material. This has made it much more difficult for a student to "make up" credit as compared to when credits were awarded solely for "productive hours" or "seat time." Despite the increased academic demands on our students, large numbers continue to graduate.



Graduation Numbers and Rate

	Class 2008-09	2009-10	2010-11
Grad number	33	46	63
Grad. rate	92.45	90.83	90

According to the California Department of Education,

“Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM).

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.

It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.”

Supplemental Data: CHKS Survey Results and analysis

Significant personal and behavioral factors play a role in the need for students to transfer to Adelante and impact their success over time in our program. Our students are more likely to be involved in “at risk” behaviors than other students in the traditional program or have personal issues that affect their ability to meet responsibilities. Our 2011 CHKS data found that “at risk” factors prevalent among our students include drug use, with 51 % of the Adelante students reporting alcohol use in the past 30 days as compared to 23% for 10th graders, 30% for 11th and 40% for 12th in the comprehensive schools . Another area of concern is with 49% of Adelante students reporting Marijuana use in that time period as compared to 16% 10th, 21% 11th and 24% 12th grade at the comprehensive sites.

ALCOHOL & DRUG Use at Adelante

Alcohol & Drugs	Grade 10	Grade 11	Grade 12
Alcohol use in the past 30 days	23%	30%	40%
Marijuana use in the past 30 days	16%	21%	24%



2011 CHKS SURVEY DATA

A real concern is that our students will have difficulty learning and retaining information if they are under the influence of drugs and or alcohol. We have been making a concerted effort to monitor, to counsel and to discipline, if necessary, students who are under the influence. Our teachers contact the office if they are suspicious about student behavior, keeping an eye out for symptoms of drug or alcohol use. Our campus monitor also watches for unusual behavior and checks on student bathrooms for any instances of drug or alcohol use. Having a resource officer on campus 4 days a week helps us to monitor and discipline students who come to school in possession of drugs or alcohol or under the influence. We also have probation officers who are working closely with our students on probation. They come to campus almost weekly and randomly drug test the students they are monitoring. In addition, we have counseling interns who hold counseling sessions for individuals or small groups focused on drug and alcohol recovery.

Another area of concern to our teachers is that a large number of our students reported on the CHKS survey that in the last 2 months, they were feeling “sad and hopeless almost every day for two weeks or more, and stopped doing some usual activities.” Twenty-seven percent of our girls felt depressed, while fifty-three percent of our male population felt depressed.

Efforts are being made to help our students through the difficulties they experience in their lives. Adelante students reported through the CHKS survey that school is a valuable support system for them in that 70% of our population reported that they felt the “school environment was a high/moderate asset” to help them succeed. This compares to an 82% rate in the comprehensive schools. Data from our parent survey supports the CHKS finding that 95% of the respondents reported they “agree/strongly agree” that if their child had a problem at school he/she would feel free to talk with a teacher, counselor or administrator. However, these efforts are often not enough to help students overcome the emotional factors in their lives or the instability in their lives outside of school. These factors are the ones most often cited by the students who leave our school during the course of the year and are again reflective of the transitory nature of their school career. Our goal at Adelante High School is not to just help students survive, but to thrive.