

Adelante High School
Chapter 2
Student Community Profile:
Overall Summary From Analysis of
Profile Data



CHAPTER 2

STUDENT/COMMUNITY PROFILE

Overall Summary from Analysis of Profile Data

- **Implications of the data with respect to student performance**
- **2-3 Critical academic needs, note correlated ESLRs**
- **Important Questions Raised**

Adelante High School continues to set high expectations for student achievement, to offer clear and meaningful instruction, to determine mastery through relevant assessments and to provide support networks for our students.

The Roseville Joint Union High School District (RJUHSD) has raised graduation requirements in the area of mathematics. Our students must pass algebra and geometry as graduation requirements. In addition, our students are responsible for mastering the content in most subject areas by taking the District Common Assessments and the District Writing Assessment.

Our curriculum is standards-based. Students and classes have access to two computer labs and to programs that aid instruction, mastery and assessment. Many courses include simulations, interactive learning and projects. Many teachers work with their Professional Learning Teams to create collaborative instruction and common assessments. In these teams, they analyze student assessments to determine what areas the students have mastered or where they need additional help. Teachers share ideas on curriculum and instruction to meet the needs of our diverse students.

Student mastery is determined through a variety of assessments and through a variety of assessment types. Teachers make use of the District Common Assessments and District Writing Assessment to insure that our students are held to the same standards as the comprehensive sites in our district. Our blended learning online courses hold students to a 70% mastery of the content. All online courses have password protected assessments to insure that the students' scores are valid. As a staff, we have begun to look at our D & F rates to consider additional interventions to insure that students are progressing and learning the material.

Our students come to Adelante oftentimes in need of a variety of support networks. Our goal is to help the whole child so that they can focus on academics, learn the content, and ultimately to graduate with skills and knowledge to be successful in their future. Sophomores are enrolled in small classes which focus on giving them the skills and knowledge to be successful on the CAHSEE and the STAR tests, in addition to the district common assessments. Juniors and seniors who have not passed the CAHSEE attend study, review, and instructional sessions to help them improve their mastery of math and English. Teachers are often available for "Lunch and Learn" where students can come to their teacher for additional help on assignments or time to take quizzes or tests. Three academic tutors have been hired to help students, primarily in their math and



English classes, but they are also available at lunch for one-on-one or small group tutoring sessions. Our special education teacher and paraeducator provide a safe and caring environment where many of our special education students come to work on demanding essays and projects. CAHSEE tutoring is also provided here. We have three CSUS social work interns who are available for counseling. They also have a number of counseling groups that are held during lunch for students on topics such as Anger Management, Drug and Alcohol Recovery and Girls' and Boys' Group. We have athletic teams (basketball, bowling and softball) and a number of clubs on campus where students can become engaged with the school

We have made a concerted effort to address the needs of our English Language Learners with a full-day staff development in 2010-11 and again this year. We have conducted mini case studies of our EL students to consider their strengths and areas where they need additional help. Teachers have attended workshops and implemented strategies such as direct vocabulary instruction, Cornell Notes and graphic organizers as a way to support our EL students and all students who may struggle academically. Three of our teachers attended a summer institute for AVID training, with a focus on students who traditionally do not attend college. We have added an ELD class, an EL specialist position and a part-time Learning Support Specialist as additional support networks for our EL students.

Our attendance rates are good for a continuation high school, but we continue to work on ensuring that our students are on time and present. We truly believe that "We can't teach an empty seat." Our graduation rates have continued to climb and we will have a large number of graduates this year, much like last year. Adelante met all 6 AYP targets this past year and we had a gain of 54 points on our API.

Having an opportunity to review all of our data and to look back at our Action Plans from the past, we have developed a clear understanding of what we are doing well and of the areas we still need to devote time and energy to so that we can help more students succeed. We realize we can always do better. We continue to focus on setting high standards for our students and preparing them for success in their futures. Our teachers will continue to provide comprehensive and relevant standards-based curriculum, with a focus on the upcoming Common Core Standards. They will continue to work on developing meaningful, engaging and relevant instruction that supports ALL students. Our teachers will continue to develop assessments that are meaningful and accurately measure students knowledge and mastery of content. Although we have a number of successful support networks, we will continue to find resources for our students who need them.



Our community has determined that our three **critical academic needs** are as follows:

Critical Academic Need #1

There is a need to improve reading comprehension and written language skills of all students.

Critical Academic Need #2

There is a need to improve proficiency of basic mathematic skills and student understanding and application in order to meet the expectations of the CAHSEE and reduce the number of students who are below proficient in Algebra and Geometry on the CST.

Critical Academic Need #3

There is a need to increase achievement for underperforming students by establishing and maintaining meaningful and effective support mechanisms that address the personal and behavioral factors that impede school success.

Further important questions:

- How can we provide instruction and support for students who are struggling with reading comprehension and writing skills?
- How can we support our students who are struggling with mathematics?
- How can we engage more students in the classroom and in extracurricular activities?
- How can we support students on a social/behavioral level?
- How do we look more closely at the achievement of our minority students? (low SES, EL, Hispanic, African-America and Special Education)