



Adelante High Continuation School

2010-2011 School Accountability Report Card

**Suzanne Laughrea,
Principal**

**School Address:
350 Atlantic St.
Roseville, CA
95678-1849**

(916) 782-3155

**Roseville Joint
Union High
School District**

**Tony Monetti,
Superintendent**

**District Address:
1750 Cirby Way
Roseville, CA 95661**

(916) 786-2051

www.rjuhsd.k12.ca.us

School Profile

Adelante High School is one of the alternative educational programs for the Roseville Joint Union High School District. Since our inception in 1966, Adelante has served as a school where students are given the support and encouragement to succeed and the educational instruction to help make their goals a reality.

It is our purpose and philosophy to provide a supportive, structured education designed to assist those students who want or need an alternative to the traditional high school setting. We provide our students with the core courses required for graduation with a goal of our graduating in a timely manner. We encourage our students to develop an educational purpose and to prepare for the adult roles and responsibilities they will assume in the future. To accomplish this, Adelante provides its students with a variety of educational options, technological instruction, and personal guidance and support. Adelante was recognized by the California Department of Education as a "Model Continuation High School" in 1991, 1998 and in 2003.

Student Enrollment by Ethnic Group

| 2010-11 | |
|--------------------|------------|
| | Percentage |
| African American | 2.9% |
| American Indian | 1.7% |
| Asian | 2.9% |
| Filipino | 1.7% |
| Hispanic or Latino | 35.6% |
| Pacific Islander | 0.6% |
| White | 52.9% |
| Two or More | 1.7% |
| None Reported | - |

Discipline & Climate for Learning

WASC findings report that "Adelante has institutionalized strategies to support student personal and academic growth." Our students respond well to the individualized support, counseling and encouragement from the entire staff. The school maintains an ongoing population of approximately 200 students, which enables the school to maintain a student-to-teacher ratio of approximately 17:1. Small classes allow staff to know their students, both personally and academically, and permits them to modify/provide instruction that is relevant and personalized. Staff review student needs and progress every week as part of our site SERVE process.

All students, regardless of their abilities, are continually encouraged and expected to meet the challenges of our curriculum. Teachers are dedicated to maximizing the learning potentials of all students and modifying their instructional strategies to meet the needs of all learners and help them achieve. Students are supported by an "on line" tutorial program for academic practice, an attendance call goes out daily to report any period absences that day, a day-care and parenting program, and a "recovery" program for students dealing with drug/alcohol issues. Academic and career testing is provided to begin the process of integration into our school community.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|--------|--------|----------|-------|-------|
| | School | | | District | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 142 | 257 | 217 | 1231 | 1128 | 1018 |
| Suspension Rate | 72.1% | 121.2% | 124.7% | 13.0% | 11.4% | 10.1% |
| Expulsions | 3 | 6 | 7 | 34 | 38 | 36 |
| Expulsion Rate | 1.5% | 2.8% | 4.0% | 0.4% | 0.4% | 0.4% |

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| 10th | 20 | 29 | 11 |
| 11th | 50 | 58 | 63 |
| 12th | 127 | 125 | 100 |

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|---|
| Average Class Size | | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | |
| By Subject Area | | | | | | | | | | | | |
| English | 15 | 12 | 11 | 20 | 11 | 16 | - | - | - | - | - | - |
| Mathematics | 12 | 11 | 13 | 9 | 11 | 9 | - | - | - | - | - | - |
| Science | 17 | 15 | 14 | 6 | 11 | 7 | - | - | - | - | - | - |
| Social Science | 15 | 10 | 12 | 18 | 11 | 16 | - | - | - | - | - | - |

Staff Development

All teachers participate in a District-wide Staff Development Day Training. In addition, teachers regularly attend training at conferences related to their instructional area or for at-risk issues. In the 05/06 school year 100% of AHS teachers participated in WASC or other training opportunities. The last three years staff development has focused on the development of Professional Learning Communities(PLC) utilizing the work done by Richard DuFour. Currently, 100% of the Adelante staff has received training in the PLC concept. Three departments, English, Math and Social Studies, have begun working toward putting those concepts into practice as we look to increase student learning. Teachers have been involved in training in Response to Intervention (RtI), Differentiated Instruction, technology training, including using SmartBoards, History Projects, math instruction and writing instruction. In addition, all math and English teachers attended Holt training in math and English to support the textbook adoption. The principal is attending year-long Administrator Training through SCOE, and staff development focused on English and math instruction. Our assistant principal is working with PCOE on a Family Support Team, which involves "wrap around services" for our students and their families.

Counseling & Support Staff

It is the goal of Adelante High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Adelante has a full time counselor/administrator and a part time counselor who provide regular academic and personal guidance services to our students. Additionally, we have three part time academic tutors and counseling interns from local colleges who are available for students.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor | 1 | .4 |
| Counselor | 1 | .6 |

Teacher Assignment

Roseville Joint Union High recruits and employs the most qualified credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 11 | 13 | 12 | 446 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 2 | 0 | 0 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 09-10 | 10-11 | 11-12 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 99.2% | 0.8% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 98.1% | 1.9% |

Parent Involvement

We host a Back-to-School Night and Graduating Seniors/Parent Information Night. We advertise opportunities to be involved through our site website, flyers, and School Messenger. We encourage our parents to participate on our Site Council. If interested or if you need more information, please contact Principal Suzanne Laughrea at 916-782-3155, ext. 1602.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Adelante High (Continuation) at (916) 782-3155.

Instructional Materials

Roseville Joint Union High held a public hearing at the beginning of the school year and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | | |
|----------------------------|------------------------------|--------------------------|---------------|------------|-----------|--|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking | |
| 9th | Health | Holt, Rinehart & Winston | 2009 | Yes | 0.0% | |
| 9th-12th | History/Social Science | Prentice Hall | 2005 | Yes | 0.0% | |
| 9th-12th | Mathematics | McDougal Littell | 2001 | Yes | 0.0% | |
| 9th-12th | Reading/ Language Arts | Holt, Rinehart & Winston | 2003 | Yes | 0.0% | |
| 9th-12th | Science | McDougal Littell | 2004 | Yes | 0.0% | |
| 9th-12th | Science | Pearson | 1986 | Yes | 0.0% | |
| 9th-12th | Science Laboratory Equipment | N/A | N/A | Yes | 0.0% | |

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Granite Bay, Antelope and Roseville, which contain numerous computer workstations.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

| API School Results | | | |
|----------------------------|-------|-------|-------|
| | 2008 | 2009 | 2010 |
| Statewide | B | B | B |
| Similar Schools | B | B | B |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | -8 | -26 | 54 |

| | Growth API | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 62 | 592 | 7,283 | 823 | 4,683,676 | 778 |
| Hispanic or Latino | 20 | 512 | 1,181 | 766 | 2,406,749 | 729 |
| White | 34 | 630 | 4,666 | 836 | 1,258,831 | 845 |
| Socioeconomically Disadvantaged | 39 | 580 | 1,806 | 755 | 2,731,843 | 726 |

Data Sources

Data within the SARC was provided by Roseville Joint Union High School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 9 | 15 | 16 | 65 | 67 | 67 | 49 | 52 | 54 |
| Mathematics | 1 | 2 | 3 | 25 | 25 | 32 | 46 | 48 | 50 |
| Science | 3 | 16 | 17 | 62 | 64 | 68 | 50 | 54 | 57 |
| History/Social Science | 9 | 17 | 21 | 55 | 59 | 61 | 41 | 44 | 48 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 67 | 32 | 68 | 61 |
| School | 16 | 3 | 17 | 21 |
| African American/ Black | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 11 | 3 | 8 | 17 |
| Pacific Islander | * | * | * | * |
| White | 21 | * | 21 | 24 |
| Males | 8 | 1 | 15 | 27 |
| Females | 27 | 5 | * | 11 |
| Socioeconomically Disadvantaged | 14 | 3 | 20 | 13 |
| English Learners | * | * | * | * |
| Students with Disabilities | * | * | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2005-2006 | 2006-2007 |
| Year in PI (2011-12) | Year 4 | Year 3 |
| # of Schools Currently in PI | - | 3 |
| % of Schools Identified for PI | - | 42.86% |

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes | No | No |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | Yes | | Yes | |

Physical Fitness

In the spring of each year, Adelante High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

| Percentage of Students in Healthy Fitness Zone 2010-11 | | | |
|---|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| <i>*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.</i> | | | |

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

| | CAHSEE By Subject | | | | | | | | |
|-------------|-------------------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2008-09 | | | 2009-10 | | | 2010-11 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 14.0 | 70.0 | 52.0 | 24.0 | 72.0 | 54.0 | 22.0 | 73.0 | 59.0 |
| Mathematics | 14.0 | 72.0 | 53.0 | 19.0 | 69.0 | 54.0 | 22.0 | 73.0 | 56.0 |

| | CAHSEE By Student Group | | | | | |
|---------------------------------|-------------------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students District | 27.0 | 29.0 | 44.0 | 27.0 | 45.0 | 28.0 |
| All Students School | 78.0 | 17.0 | 4.0 | 78.0 | 17.0 | 4.0 |
| Male | 87.0 | 13.0 | - | 71.0 | 29.0 | - |
| Female | - | - | - | 71.0 | 29.0 | - |
| White | 64.0 | 36.0 | - | 73.0 | 27.0 | - |
| Socioeconomically Disadvantaged | 79.0 | 14.0 | 7.0 | 71.0 | 21.0 | 7.0 |

Dropout & Graduation Rates

Adelante High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: intervention counselor, California High School Exit Exam intervention classes, support classes in English and mathematics for students with performance and/or achievement below grade level, and after school tutoring and homework completion. Many teachers also provide a "Lunch & Learn" program that requires students to report to classrooms for tutoring, completing assignments, or taking missed assessments. We also have 3 academic tutors who work with students as individuals or in small groups, assisting them primarily in math and English.

| | Graduation & Dropout Rates | | |
|-----------------|----------------------------|--------|--------|
| | 07-08 | 08-09 | 09-10 |
| Dropout Rate | 25.40% | 26.40% | 23.10% |
| Graduation Rate | 93.10% | 92.45% | 90.83% |

UC/CSU Course Completion

Students at Adelante High (Continuation) are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 10th-12th grade, 97.5 percent passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

| UC/CSU Course Enrollment | |
|---|------------|
| | Percentage |
| 2010-11 Student Enrolled in Courses Required for UC/CSU Admission | 44.7% |
| 2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission | 4.3% |

* Duplicated Count (one student can be enrolled in several courses).

| Completion of High School Graduation Requirements | | | |
|---|--------|----------|-------|
| | School | District | State |
| All Students | 62.0% | 91.0% | 0.0% |
| Socioeconomically Disadvantaged | 18.0% | 74.0% | 0.0% |
| African American/Black | 100.0% | 89.0% | 0.0% |
| American Indian | 0.0% | 92.0% | 0.0% |
| Asian | 50.0% | 95.0% | 0.0% |
| Filipino | 100.0% | 95.0% | 0.0% |
| Hispanic or Latino | 45.0% | 85.0% | 0.0% |
| White | 51.0% | 91.0% | 0.0% |

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs

The district offers CTE programs in automotive service and technology, small business ownership and management, CAD drafting, child development and education, computer maintenance and repair, construction technology, culinary arts, electronics, fashion, media, and web technology. Oakmont High School has a Health Academy that is open to all district students. Placer County's 49er ROP serves district students with courses in veterinary medicine, automotive technology, business and marketing, computer technology, construction, cosmetology, education, electronics, fire science, graphic communications, and health and medical careers. For information about the district's career technical advisory committee, which includes representatives from local industries including automotive, construction, culinary arts, education, and computer technology, please contact Bridgette Dean at the school office, (916) 782-3155 or bdean@rjuhsd.k12.ca.us

| CTE Programs | | | | |
|------------------------------------|-----------------------|--|---|---|
| Title of Career Preparation Course | Who offers the course | How do these classes support student achievement | How does the school address the needs of all students in career preparation | How are the courses evaluated for effectiveness |
| Woodshop | Adelante High School | Meets graduation requirement. | Guest Speakers, hands on projects. | Trade school, Military, or Work. |

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|--|----------|
| Question | Response |
| How many of the school's pupils participate in CTE? | 0 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 0.0 |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 0.0 |

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Safe School Plan

The Adelante Safe School Plan includes a comprehensive procedural manual for all teachers in the event of a school crisis or emergency. All school staff have assigned roles and responsibilities with direct lines of communication established to insure consistent information. "Shelter in Place" and "Evacuation" drills are held each semester to insure that students and staff are aware of emergency procedures. The plan contains detailed schematics of the school, rooms and all utilities to assist emergency personnel responding to the school. We also have a yearly fire inspection with the city Fire Marshall. Last review/update: November, 2011. Last reviewed with staff: October, 2011.

School Facilities

Adelante is situated on approximately 4 acres and occupies the site of Roseville's old Atlantic Street School. The cleanliness, safety, and "family-like atmosphere" of the campus were seen as major strengths of the school in our 2000 and 2006 WASC accreditations. The facility includes 2 computer labs, 10 standard academic classrooms, an art/ceramics room, day care facility, counseling center, science lab, cafeteria, a full woodshop and a multi-purpose room for presentations, making Adelante one of the most comprehensive continuation programs in the state. Classrooms and office buildings were replaced at the beginning of the 07/08 school year as part of a three phase renovation project for the school. The school is well maintained by a full time custodian and the services of the district grounds/maintenance staff. The district director of maintenance/operations facilitates repair needs and oversees work order requests from the site and/or needed campus renovations funded through state Capital Improvement programs. The campus and student restrooms are cleaned daily by the custodian or as needed by site staff. 100% of the school toilets are in working order and are re-supplied daily as needed.

School safety is a primary focus of the program and is facilitated through regular staff meetings regarding student needs, and a full time campus monitor. Before, after and during school our students are supervised by the campus monitor and the school administrative staff. The school requires that all visitors check in at the office for administrative approval to be on campus. This requirement is posted at all entrances to the school.

The district maintenance staff has as its highest priority the safety of our students and staff. All facilities are maintained and repaired immediately to insure proper working order and a safe environment for all educational and instructional activities. Safety "walk arounds" are conducted monthly to ensure that all facilities are inspected on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

| Average Teacher Salaries | |
|---------------------------|----------|
| School & District | |
| School | \$73,637 |
| District | \$68,528 |
| Percentage of Variation | 7.45% |
| School & State | |
| All High School Districts | \$70,570 |
| Percentage of Variation | 4.34% |

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 12/24/2009 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information Teachers - Principal - Superintendent 2009-10 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$42,098 | \$42,954 |
| Mid-Range Teachers | \$64,767 | \$69,905 |
| Highest Teachers | \$84,710 | \$89,464 |
| Elementary School Principals | - | - |
| Middle School Principals | - | \$121,722 |
| High School Principals | \$125,627 | \$128,348 |
| Superintendent | \$196,766 | \$205,119 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 42.6% | 38.3% |
| Administrative Salaries | 6.5% | 5.2% |

District Expenditures

Roseville Joint Union High spent an average of \$7,110 to educate each student, (based on 2009-10 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,110 |
| From Restricted Sources | \$1,765 |
| From Unrestricted Sources | \$5,345 |
| District | |
| From Unrestricted Sources | \$5,345 |
| Percentage of Variation between School & District | - |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -2.02% |

District Revenue Sources

State categorical programs include Economic Impact Aid, Tenth Grade Counseling, Peer Assisted Review Program, Gifted and Talented Education, and Community-Based English Tutoring. Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. Grant programs include the Tobacco Use Prevention Education 9-12 Grant, McKinney-Vento Homeless Grant, Workforce Investment Act – Title II, and the Small Learning Communities Grant.

