

# **Adelante Continuation High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Adelante Continuation High School
Street	707 Petroleum Street
City, State, Zip	Kettleman City, CA 93239
Phone Number	(559) 386-9081
Principal	Estela Jimenez
Email Address	ejimenez@rsusd.org
Website	www.rsusd.net
County-District-School (CDS) Code	16 73932 1630110

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Reef-Sunset Unified School District
Phone Number	(559) 386-9083
Superintendent	Mr. Patrick Sanchez
Email Address	psanchez@rsusd.org
Website	www.rsusd.org

### School Description and Mission Statement (School Year 2020-2021)

#### Principal's Message

Welcome to Adelante High School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, the status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually. We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. Our school provides a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both staff and students accountable for their work, as we provide educational programs that meet or exceed state standards. Using assessment data to drive curricular programs, teachers analyze this information to develop effective instructional strategies and tailor differentiated instruction. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

#### District Mission

Reef-Sunset Unified School District is committed to providing a rigorous, inspiring and nurturing educational program.

#### School Description

Reef-Sunset Unified School District is located in the city of Avenal which is situated on the coastal range foothills in the Western San Joaquin Valley in Kings County. More than 2,600 students in grades TK-12 receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one junior high school, one comprehensive high school, two continuation high schools, and one secondary community day school.

### Adelante Continuation High School

Adelante Continuation High School (“Adelante”) was formerly located in the heart of Kettleman City, approximately 18 miles south of Avenal, and adjacent to Kettleman City Elementary School. Students are now bused to a school site in Avenal where students from Kettleman City are served. The high school services students in grades 9-12. During the 2019-20 school year, the attendance snapshot was two students on CalPads data retrieval date; however, due to the nature of alternative education settings and year-round admissions, enrollment fluctuates to upwards of five students at one time, or upwards of 10 students year-round. Students are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options. Instruction is typically provided in a self-contained classroom by a certificated teacher.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	2
Grade 12	1
Total Enrollment	3

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	33.3
English Learners	66.7
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1	1	1	132
Without Full Credential	1	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2019/08

### Instructional Materials

All textbooks used in the core curriculum throughout Reef-Sunset Unified School District are being aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in a foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On September 19, 2019, the Reef-Sunset Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #2019:12 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, language arts, social studies, and science, (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: StudySync; 2016 Pearson: iLit ELL; 2017	Yes	0%
Mathematics	McGraw-Hill: Integrated Math I, II, III; 2019 Curriculum Press: Calculus; 2005	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Holt, Rinehart, and Winston: Modern Biology; 2007  AGS Publishing: Biology Cycles of Life; 2006  Holt, Rinehart, and Winston: Chemistry; 2007  Pearson: Physical Science - Concepts in Action; 2007  Delmar: Agriscience; 2007  Prentice-Hall: Conceptual Physics; 2001  Glencoe/McGraw-Hill: AP Biology; 2011  Pearson: Fundamentals of Anatomy & physiology, 11th Edition; 2018	Yes	0%
<b>History-Social Science</b>	McGraw-Hill: Networks Geography - Human and Physical World; 2018  Modern World; 2018  McGraw-Hill: U.S History and Geography - Continuity & Change; 2018  Democracy; 2018	Yes	0%
<b>Foreign Language</b>	Spanish - 1 Holt Ven Conmigo!; 2003	Yes	0%
<b>Health</b>	Positive Prevention Plus Sexual Health Education for America's Youth; 2018	Yes	0%
<b>Visual and Performing Arts</b>	Thomson-Wadsworth-Garners Art through the Ages (12th); 2005	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Carolina Biological; 2019	Yes	0%

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

## School Facility Conditions and Planned Improvements

### Facilities Profile

Adelante provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

## School Inspections

Adelante works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Adelante Continuation High School took place in January 2020. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2019-20 school year, 100% of restrooms were fully operational and available for student use at all times.

## Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. The principal and teachers prepare and submit formal work orders directly to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

One full-time day custodian is shared by Adelante, Sunrise, Secondary Community Day School, and RSUSD district offices. The custodian works closely with the site principals to manage routine maintenance, daily custodial duties, and special events. The principal and the custodian communicate daily to discuss cleaning needs, campus maintenance concerns, and safety issues. Every morning before school begins, the custodian inspects each campus for safety hazards, graffiti, or other conditions that require removal prior to students' arrival. The custodian is responsible for the general cleaning of restrooms, classrooms, and office areas. The custodian checks restrooms throughout the school day as a proactive measure in keeping restrooms adequately stocked and sanitary. Groundskeepers are dispatched by the district office as needed to perform general gardening and maintenance work.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 2021/01

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	15	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

## Career Technical Education Programs (School Year 2019-2020)

### College Preparations & Career Readiness

Reef-Sunset Unified School District offers a variety of opportunities to help students get a head start on the college preparation and work readiness process. The principal meets with each student frequently during the year to address interests, goals, and long-term planning. College and military representatives visit the campus to discuss future opportunities and offer pre-planning guidance. Students are encouraged to enroll in West Hills Community College courses and/ or adult school after graduation from Adelante High. The adult school transition specialist meets with students to discuss post-secondary options and available college/career resources based upon each student’s Education Options Program (individualized goal-setting tool).

### Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Career Readiness

Students receive postsecondary and career planning literature from the district office and informal guidance from their teachers and school administration. Students are introduced to the district’s regional occupational programs and workability programs. Students are encouraged to concurrently enroll in West Hills College for a more diverse selection of career-oriented electives and programs. Workability provides work experience opportunities outside the school day that meet the students’ interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. For more information, contact the principal. Through the California Employment Development Department (EDD), students may qualify for job placement assistance through the WIA (Workforce Investment Act) program. Eligible youth must be 14 to 21 years of age, low income, and meet at least one of six specific barriers to employment. The program emphasizes the attainment of basic skills competencies, enhance opportunities for academic and occupational training, and provides exposure to the job market and employment. For more information on the availability of vocational education programs, contact the principal. General information about career technical education can be found at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/). Teachers also meet with students quarterly to go over Individual Learning Plans to discuss goal setting, target dates, and current educational needs.

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

The School Site Council, Back to School Night, English Learner Advisory Council, District English Learner Advisory Council, and bi-monthly family events offer opportunities for parents to get involved with the educational process and support their child’s achievements. The principal welcomes parents to visit the school and sit in on classroom instruction to gain a better understanding of the schools’ programs. Parents who want more information on school activities or committees may contact Estela Jimenez or the school secretary at (559) 386-4162.

All school-to-home communication is provided in English and Spanish. Letters are issued every quarter to keep parents up to date on school news, exam dates, and classroom activities. Flyers are generated as needed for important announcements and reminders. School staff contact parents directly to share positive accomplishments as well as serious concerns. Progress reports are distributed every six weeks; students meet with the principal once every quarter to discuss progress in meeting academic goals and fulfilling graduation requirements. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student’s grades, attendance record, academic progress, and teacher contact data; a link is available on the district’s website home page at [www.rsusd.net](http://www.rsusd.net).

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	--		5.3	7.1	8.1	9.1	9.6	9
Graduation Rate	--	--		94	89	91.9	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	--	--	7.0	5.6	3.5	3.5
Expulsions	--	--	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	134	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Comprehensive School Site Safety Plan was developed for Adelante and in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school safety plan for Adelante was reviewed, updated, and shared with school staff in January 2021.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	1	2			1	1			2	2		
Mathematics	3	1			1	1			2	2		
Science	3	1										
Social Science	3	2			1	1			2	2		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14067.79	\$660.94	\$12591.44	\$65,644.00
District	N/A	N/A	\$7095.31	\$73,702
Percent Difference - School Site and District	N/A	N/A	55.8	-11.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	47.6	-14.2

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

## Types of Services Funded (Fiscal Year 2019-2020)

### Expenditures Per Student

For the 2019-20 school year, the Reef-Sunset Unified School District allocated funds based on per-pupil expenses to educate each student. These funds are based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372. The table in this report (1) compares the school's per-pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and (2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Reef-Sunset Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education program through West Hills Community Collage
- Agricultural Career Technical Education Incentive
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Vocational Program

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,496	\$47,145
Mid-Range Teacher Salary	\$75,546	\$74,952
Highest Teacher Salary	\$96,996	\$96,092
Average Principal Salary (Elementary)	\$132,427	\$116,716
Average Principal Salary (Middle)	\$135,582	\$120,813
Average Principal Salary (High)	\$138,023	\$131,905
Superintendent Salary	\$170,979	\$192,565
Percent of Budget for Teacher Salaries	26.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	33.3

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	23	18

#### Staff Development

Staff development concentrations are selected and identified based on student performance on district formative and state assessments, Common Core State Standards, and federal grant requirements.

During the 2018-2019, 2019-2020, and 2020-2021 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

#### 2018-2019

- Structured Note-taking
- Differentiated Instruction for those with Special Needs within the General Education Classroom
- Language and Content Objectives
- Positive Intervention and Support Systems
- Collaborative Structures and Engagement in P.E.
- How to Use Annotation during Close Reading
- Pacing Guides for StudySync

#### 2019-2020

- Kagan
- Core: Reading/English Language Arts; Mathematics; Social Science
- NGSS (Science)
- Writing
- ELD
- Social-Emotional
- Mandated Reporting
- Sexual Harassment Training
- Professional Learning Community: Data Review; Set School Year Goals; Data; Pacing Guides; Lesson Design (Ongoing)

#### 2020-2021

- Social-Emotional
- Mandated Reporting
- Sexual Harassment Training

- Professional Learning Community: Data Review; Set School Year Goals; Data; Pacing Guides; Lesson Design (Ongoing)
- Blended and Online Learning
- English Learner Roadmap
- EL Toolkit
- Renaissance STAR
- Google
- Zoom
- Culturally Responsive Teaching

FCOE representatives worked with the principal and teaching staff to develop an effective classroom observation/self-assessment system to evaluate daily instructional practices. Following a highly structured rubric, classroom observations address the teacher's use of employing state standards instruction and instructional strategies techniques. Observation results are used to identify individual and schoolwide strengths and weaknesses in delivering lessons that successfully convey course content and concepts. The district supports ongoing staff training for new teachers and teachers new to the district. At the beginning of each school year, the district conducts a training session covering the math and language arts curricula. During the school year, teachers receive follow-up training at the county office location in Kings County and other neighboring districts and county agencies. Reef-Sunset Unified School District and the Kings County Office of Education jointly support new and veteran teachers in developing their teaching skills. New Teacher Induction (NTI), a state-accredited program, is designed for first- and second-year preliminary credentialed teachers and provides skills assistance over a two-year period. Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by neighboring county offices of education. Long-term substitutes who are actively teaching in the classroom are expected to participate in Wednesday staff meetings and training activities. The classified support staff is provided job-related training from vendors, department supervisors, and professional agencies.

#### **Site-Based Staff Development**

Adelante High teaching staff meet on a weekly basis to discuss each student's progress and subsequent instructional needs based upon individual performance results. The teaching staff participates in district-level Professional Learning Community activities and third-party sponsored professional workshops to access current trends and strategies related to continuation high school curricula.