Adelanto High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Adelanto High School
Street	15620 Joshua Rd
City, State, Zip	Adelanto, CA 92301
Phone Number	760-246-3909 ext. 39101
Principal	Ebony Purcell
E-mail Address	epurcell@vvuhsd.org
Web Site	http://ahs.vvuhsd.org/
CDS Code	36-67934 0125419

District Contact Information	
District Name	Victor Valley Union High School District
Phone Number	(760) 955-3201
Superintendent	Dr. Ron Williams
E-mail Address	rwilliams@vvuhsd.org
Web Site	www.vvuhsd.org

School Description and Mission Statement (School Year 2017-18)

Adelanto High School (AHS) is a newly constructed, WASC accredited traditional comprehensive high school under the jurisdiction of the Victor Valley Union High School District(VVUHSD). Prior to Adelanto High School's opening, the students of Adelanto were transported to one of the two other comprehensive high schools of the VVUHSD . Nestled in the High Desert area of San Bernardino county, Adelanto is a growing rural community near Victorville, Hesperia, Apple Valley, El Mirage and Oro Grande composed primarily of commuters, laborers, and service industry personnel. Adelanto High School (AHS) opened August 20, 2012, with grades 9-10 in 2012-13, adding 1 grade per year until achieving a 12th grade class in the 2014-2015 school year. Adelanto High School earned a 6 year accreditation from the Western Association of Schools (WASC) in April of 2017.

AHS currently has 1,800 students enrolled of which there is a wide variety of ethnicities, primary languages, learning abilities and socio-economic statuses represented . Currently Hispanic/Latino students make up 58% of the student body, 25% are identified African-American, 10% are identified Caucasian and 2% identified as Asian. 761 homes report their home language as Spanish or approximately 43%.
Additional subgroups are as followed: 8% are designated Gifted/Honor(s), 11% English learner, 27.5% re-designated EL and 18% are designated Special Education. 84% of the students are economically disadvantaged based upon free and reduced lunch applications. 144 students are special needs program 2 or Special Day Class students, 48 program 3-Severely Handicapped Students, 96 program 4 Resource specialist students, 15 program 8-Emotionally Disturbed students and other focused programs.

In addition to the VVUHSD's core curriculum, students are afforded the opportunity to take courses in preparation for college and or career. There are 325 AP students, 182 Honors students, 217 AVID students, and 838 students enrolled in Honors classes. Adelanto supports a rigorous offering of courses for college bound students to include Advancement Via Individual Determination (AVID), Advanced Placement (AP) and Honors (HP). Students are also afforded the opportunity to complete Pathway Courses available in Regional Occupational Program (ROP) and Career Technical Educational (CTE) and the Arts (Music/Band, Drama, Foreign Language) curriculum. The CTE pathways available are A-G approved in the areas of Automotive, Construction, Education, Law Enforcement, Information and Communication Technology and Medical.

One of the strengths of AHS is the staff is committed to providing its students with opportunities to excel academically, in extra-curricular activities including a plethora of clubs and sports while offering support for students socio-emotional health.
Staff and student use of technology are an integral part of education at AHS as the facilities of AHS are state of the art including fully networked classrooms featuring Crestron technology. AHS has five computer labs, 20 chrome carts which hold about 40 chrome books each. Additional computers are available for student lead use including one connected to our library which offers its own computers for student use while in the library and in our college and career center. Teachers have access to Mobi Interactive Whiteboards, Classroom response clickers and online supplemental programs as examples of the technology utilized regularly on campus. Frequent monitoring and interventions are ingrained into the culture with counselors monitoring students at every grading period providing support for students and parents. Administration actively strives to prevent student failure by offering intervention classes on campus to address behaviors that are counter productive to student success.

Based upon feedback from our Academic Performance Survey, WASC recommendations, departmental data and feedback from our leadership team, our target instructional strategies include the use of AVID Strategies (Cornell Notes, WICOR strategies, Interactive notebooks), Document Based Questioning, Kagan's cooperative learning strategies,reading and writing across the curriculum, common assessments, evaluation of data, Checking for Understanding and SDAIE/ELD strategies in addition to direct instruction.

Mission Statement: Adelanto High School will challenge and engage students through research-based instructional strategies, while providing students with opportunities to achieve academic success and demonstrate responsible citizenship.

Vision Statement: Adelanto Highh School creates college and career-ready students by promoting a culture of excellence through academic achievement, character development and community partnerships.

Adelanto High School's Expected School-wide Learning Results (SLOs):
Achieve~students demonstrate their ability to achieve through: Academic Proficiency, Graduation, College and Career Readiness
Honor~students will demonstrate honor or be honored through Positive Attendance, Positive Student Recognition, Positive Behavior
Serve~ students will demonstrate their ability to serve their school and community through ASB/Club, Athletics, Community/School
Involvement

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	530
Grade 10	457
Grade 11	437
Grade 12	373
Total Enrollment	1,797

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	24.5
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.4
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.2
White	4.6
Two or More Races	2
Socioeconomically Disadvantaged	88.4
English Learners	12.1
Students with Disabilities	18.3
Foster Youth	1.3

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	71	62	67	
Without Full Credential	5	22	16	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (Grades 9-12): My Perspectives Adopted 2017 Harcourt (Grades 9-12): Perrine's Literature: Structure , Sound and Sense Heinle & Heinle (Grades 9-12): Visions, levels Intro - C Adopted 2014 Hampton Brown (Grades 9-12): Edge Program, A-C; English 3D Issues Adopted 2012	Yes	0
Mathematics	Carnegie Learning (Grades 9-12): Integrated Math I, II, and III Adopted 2016 Freeman (Grades 9-12): Practice of Statistics Adopted 2015 McDougal Littell (Grades 9-12):Calculus of a single variable 8th Edition W.H. Freeman (Grades 9-12): The Practice of Statistics Adopted 2014 Holt, Rinehart & Winston (Grades 9-12): Precalculus Glencoe (Grades 9-12): Math with Business Applications Adopted 2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Benjamin Cummings/Pearson Education (Grades 9-12): Biology, AP Hewitt/Harper Collins (Grades 9-12): Conceptual Physical Science John Wiley & Sons (Grades 9-12): Physics, AP Adopted 2014 Prentice Hall/Pearson Edu. (Grades 9-12): Biology, Chemistry, Earth Science, Conceptual Physics, Essentials of Anatomy and Physiology Houghton Mifflin/Cengage (Grades 9-12): Chemistry, Advanced Chemistry Adopted 2007	Yes	0
History-Social Science	Pearson (Grades 9-12): By the People Cengage (Grades 9-12): Western Civilization since 1300 Adopted 2015 Cengage (Grades 9-12): Government, AP Edition; Economics Glencoe (Grades 9-12): Economics Principles and Practices Houghton Mifflin (Grades 9-12): Economics Prentice Hall (Grades 9-12): Magruder's American Government Adopted 2014 Mc Dougall Littell (Grades 9-12): The Americans, Mc Dougall Littell World History: Patterns of Interaction Adopted 2006	Yes	0
Foreign Language	Vista Higher Learning (Grades 9-12): Temas Adopted 2015 McDougal Littell (Grades 9-12): Discovering French Bleu 1, Blanc 2 and Rouge 3 , En Espanol 1, 2, and 3, Prentice Hall (Grades 9-12): Sendas Literarias 1 and 2 Adopted 2004	Yes	0
Health	VVUHSD does not offer Health		0
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts classes offered in grades 9-12.		0
Science Laboratory Equipment (grades 9-12)	Class sets of laboratory science equipment available for pupils enrolled in science laboratory classes for grades 9-12.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Adelanto High School began occupying the newly constructed campus in August of 2014 at 15620 Joshua Road in Adelanto CA. AHS provides a safe, clean environment for students, staff, and volunteers. The entire school campus was detail cleaned including sanitizing work spaces and cleaning carpets, power washing exteriors of building and all grounds and repairing any marks or walls damage in July to prepare for the upcoming school year. VVUHSD has adopted cleaning standards for all schools in the District. The site administration team works daily with the custodial supervisors to develop cleaning schedules to ensure a clean and safe school.

Construction of School facilities were complete in 2013 and are situated on approximately 60 acres. The school contains 5 primary buildings inclusive of classrooms, special education facilities, science and art labs, a Cafeteria, a 3 court Gymnasium, 5 computer labs, a Media Center/Library, a Performing Arts Center, Administration offices, a Kitchen, Career Technical Education facilities, a Career Center and multiple locker rooms. The athletic facilities consist of two baseball fields, two softball fields, 8 outdoor tennis courts, a pool and swim stadium, 8 outdoor basketball courts and a comprehensive football stadium with both home and visitor stands and field houses. Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Adelanto High School is not designated as a Williams school and therefore does not have a formal visit by the San Bernardino County Office of Education. There will not be a Facilities Inspection Tool (F.I.T.) Report on file for Adelanto High School. Any areas noted in the section for "School Facility Good Repair Status" is reported by the LEA maintenance and operations department.

School Facility Good Repair Status (Most Recent Year)
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 overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None available.
Interior: Interior Surfaces	X			None available.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None available.
Electrical: Electrical	X			None available.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None available.
Safety: Fire Safety, Hazardous Materials	X			None available.
Structural: Structural Damage, Roofs	X			None available.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None available.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	29	39	37	39	48	48
Mathematics (grades 3-8 and 11)	4	8	14	17	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	394	95.63	39.09
Male	220	210	95.45	35.24
Female	192	184	95.83	43.48
Black or African American	95	92	96.84	30.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	282	271	96.1	42.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	28.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	350	337	96.29	40.06
English Learners	77	73	94.81	13.7
Students with Disabilities	74	68	91.89	7.35
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	388	94.63	7.99
Male	219	207	94.52	9.66
Female	191	181	94.76	6.08
Black or African American	95	90	94.74	4.44
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	280	267	95.36	8.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	348	330	94.83	7.88
English Learners	76	72	94.74	1.39
Students with Disabilities	74	67	90.54	1.49
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	18	21	39	37	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

It is the vision of Adelanto High School that students graduate prepared to enter the workforce if they choose. Through our CTE program students gain experience, certification and an understanding of the skills employers are seeking. Our CTE programs provide real world application of knowledge for students, preparing them to think conceptually,communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.Students in grades nine through twelve receive counseling from school personnel regarding career paths and available courses of study.

Adelanto High School's Career Center administers aptitude testing to students and numerous resources on career opportunities,higher education requirements, and scholarship information. Speakers from the community, job shadowing, work experiences, use technology, career-related research projects, and community service projects are available for students to heighten student awareness of options for education, training, and employment beyond high school.

Adelanto High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors.
CTE Pathways offered include:
•   Medical/Patient Care
•   Automotive
•   Early Childhood Education
•   Information Technologies
•   Public Safety
•   Construction Technology

Our CTE programs are A-G aligned and are evaluated by the VVUHSD CTE director, local JPA and site administration.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	400
% of pupils completing a CTE program and earning a high school diploma	94
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	91.15
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	31.38

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23	19.2	18.4

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Adelanto High School currently has a Family and Parent Engagement Liason who helps build community and school relationships through the monthly workshops presented by AHS staff and community agencies. Parents are also involved in school activities through their participation in oversight committees such as School Site Council, WASC and English Learner Advisory Committee (ELAC) and Parent Institute for Quality Education (PIQE) in addition to being volunteers to chaperone trips and help with on campus activities. Announcements for opportunities to participate in on campus events made via the automated calling system, on our website, on the schools 3 marquees, in person during student orientation, via monthly newsletters and through word of mouth. Ebony Purcell is acting SSC Chairperson and maintains contact information for members to invite and keep aware of SSC events. Margarita Ortiz is the site ELAC coordinator conducting weekly classes for Spanish speaking parents.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate		10.5	15.7		17.2	21.1	11.5	10.7	9.7
Graduation Rate		86.69	79.6		76.93	72.92	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	84.64	86.51	87.11
Black or African American	74.77	76.96	79.19
American Indian or Alaska Native	100	93.75	80.17
Asian	60	78.38	94.42
Filipino	100	94.74	93.76
Hispanic or Latino	90.79	88	84.58
Native Hawaiian/Pacific Islander	66.67	69.57	86.57
White	66.67	92.82	90.99
Two or More Races	83.33	93.1	90.59
Socioeconomically Disadvantaged	85.97	86.43	85.45
English Learners	51.52	63.1	55.44
Students with Disabilities	84.44	80.16	63.9
Foster Youth	100	78.26	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	19.9	11.1	10.5	7.6	5.8	5.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Adelanto High School. Parents and visitors are welcomed to be active participants in the educational environment and precautions are in place to ensure the safety of all. During the day, supervision is constant and increased during lunch, before and after school by administrators, security officers, custodians, counselors, a San Bernardino County Probation and Sheriff deputy, and teachers supervise students and school grounds; including the cafeteria and recreational area, to ensure a safe and orderly environment. All visitors to the campus must also sign in at the office and wear a visitor's pass at all times during their visit.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Safety Committee. The Safety Plan was most recently updated on July 21st 2016; any revisions and updates are reviewed immediately with the staff. Adelanto High School's school safety plan was updated August 3rd 2016, last reviewed August 29th 2016. Discussed with faculty September 28th 2016.

Key elements of the Safety Plan focus on the following: School rules & procedures, Disaster procedures/routine & emergency drills, Current status of school crime, Notification to teachers, Child abuse reporting procedures, School-wide dress code, Policies related to suspension/expulsion, Sexual harassment policy, Safe ingress & egress of pupils, parents/guardians, & school employees.

The school maintains compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, the Great Shake Out held every October, lock down drills and code yellow are held monthly. All rooms are supplied with flip charts for directions on various disasters, and an evacuation route is also posted in case of an emergency. Each classroom is also provided with specific directions for Fire, Earthquake evacuation procedures, and search protocol, Crisis on and off campus, Bomb Threat, and protocols for suspicious objects. The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill (SB) 187 of 1997. The plan provides students and staff members with a means of ensuring a safe and orderly learning environment.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	25	13	35	24	28	32	20	22	39	41	17
Mathematics	29	14	16	34	25	22	30	18	22	30	34	18
Science	29	10	15	19	27	14	19	16	25	16	19	18
Social Science	28	17	11	30	23	17	29	9	22	24	18	17

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	450
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,746	$1,088	$4,658	$63,477
District	N/A	N/A	$5,217	$77,566
Percent Difference: School Site and District	N/A	N/A	-10.7	-3.8
State	N/A	N/A	$6,574	$82,770
Percent Difference: School Site and State	N/A	N/A	-0.7	-12.2

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

Types of Services Funded (Fiscal Year 2016-17)

Adelanto High School offers numerous intervention programs to provide students with educational tools and materials to support schoolwide goals and close the achievement gap for our lowest performing students at their level thus closing the achievement gap. For general education students who need a reading intervention as determined by incoming test scores and ELD students in Academic English, Language Live is utilized in conjunction with their English core materials to focus on increasing reading, speaking and writing. Our special education students are utilizing the lexile level improvement program, Achieve3000. Apex is utilized for credit recovery to help students reach their graduation goal. We offer tutoring in all subjects after school 4 days per week complete with transportation home. Adelanto has a unique intervention course that supports the transition of incoming 9th grade students during the school day, Academic Success, with focus on organization, goal setting, test taking and career speakers. As we strive to meet the social-emotional needs of students, we have established SST teams, PBIS teams and on campus intervention courses for truancy, anger management and drug and alcohol awareness after school. OCI is another program supported to allow for students to stay on campus, complete work and participate in an intervention, Why Try. Furthermore, we fund an intervention counselor who serves as our Foster and Homeless Youth liaison providing essentials to students/families in addition to working with at risk students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,612	$50,221
Mid-Range Teacher Salary	$76,082	$83,072
Highest Teacher Salary	$101,973	$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$110,086	$128,094
Average Principal Salary (High)	$124,821	$146,114
Superintendent Salary	$214,083	$226,121
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	12.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Professional development activities enhance communication between schools and grade levels to focus on improving instruction to enhance student achievement as outlined in the strategic priorities determined by the Board of Trustees. There has been a focus upon the development of core content and the instructional shifts in expected by the new common core instructional format of the California State Standards. The focus for the two August 2016 certificated professional development days was in multiple areas including training for the new English Language Arts adoptions MyPerspectives by Pearson, Carnegie content training for the high school math adoption, IEP training for Special Education, technology training, social-emotional support training, AVID strategies and more. Professional development is provided directly in the classroom through the use of instructional coaches in math and English. Early release days, once every other week, provided teachers time to collaborate. Teachers are supported by conferences and workshops off campus and well as through the professional development department. Adelanto High School's primary areas of focus are mathematics and English language arts instruction, including supplementing those core subjects through all student content areas. Planning and implementation for the Common Core State Standards (CCSS) are a main focus for staff development. Additionally, teachers at Adelanto High School are receiving professional development in specific areas for growth as indicated by the most recent WASC recommendations. Teachers accessed these professional development opportunities through after-school workshops, release days, and conference attendance. Teacher support for this professional development is accessed through data analysis, leadership team discussion, on-site coaching and professional development by district-level academic coaches, teacher support by administration through meetings and observations.

Adelanto High School teachers are provided collaboration days to focus on student achievement. The staff at Adelanto High School uses standardized testing results, WASC recommendations, Academic Performance Survey data and interim assessment results to determine what areas to academically focus upon. The purpose of the collaboration days is to focus on developing professional learning communities, creating common assessments and analysis of common assessments.

The staff development program focuses on improving student academic performance through student engagement, data driven decision making, implementing effective instructional practices and creation of standards based rigorous course design through the Professional Learning Community (PLC) and QTEL strategies. The PLC focuses on building content and pedagogy for all core teachers.