

Adelanto High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 School Contact Information

School Name	Adelanto High School
Street	15620 Joshua Rd
City, State, Zip	Adelanto, CA 92301
Phone Number	760-246-3909
Principal	Ebony Purcell
Email Address	epurcell@vvuhsd.org
School Website	http://ahs.vvuhsd.org/
County-District-School (CDS) Code	36-67934 0125419

2022-23 District Contact Information

District Name	Victor Valley Union High School District
Phone Number	(760) 955-3201
Superintendent	Mr. Carl Coles
Email Address	ccoles@vvuhsd.org
District Website Address	www.vvuhsd.org

2022-23 School Overview

Adelanto High School is a comprehensive high school serving students in grades 9-12 and Severely Handicapped Special Education students aged 18-22. Our student population of 2,055 students is composed of 90% SED, 67% Hispanic, 24% African American, 11% EL and 18 % SPED. Our programs, actions, community partnerships and SPSA goals are created and implemented to ensure all children have an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (Grades 9-12): My Perspectives, print and online Adopted 2017 Harcourt (Grades 9-12): Perrine's Literature: Structure , Sound and Sense, print and online Adopted 2014 National Geographic (Grades 9-12): Visions Intro-C Adopted 2012	Yes	0

	California State University (Grades 9-12): Expository Reading and Writing Course (ERWC) Adopted 2011		
Mathematics	<p>Bedford, Freeman, & Worth Publishing (Grades 9-12): Statistics and Probability with Applications, print and online Adopted: 2019</p> <p>Carnegie Learning (Grades 9-12): Integrated Math I, II, and III, print and online Adopted 2016</p> <p>W.H. Freeman (Grades 9-12)Practice of Statistics Glenco (Grades 9-12): Math with Business Applications Houghton Mifflin (grades 9-12): Calculus of Single Variable, 8th Edition Adopted 2014</p> <p>Holt, Rinehart & Winston (Grades 9-12): Precalculus: A Graphing Approach Adopted 2008</p>	Yes	0
Science	<p>Acellus online (Grades 7-12): Life Science, Physical Science, Earth Science, Biology, Chemistry, Physics, Environmental Science AP Adopted 2020</p> <p>Hewitt/Harper Collins (Grades 9-12): Conceptual Physical Science Adopted 2017</p> <p>Benjamin Cummings/Pearson Education (Grades 9-12): Biology, AP Houghton Mifflin (Grades9-12): Chemistry, Zumdahl and Zumdahl (AP) John Wiley & Sons (Grades 9-12): Physics, AP Prentice Hall/Pearson Edu. (Grades 9-12): Essentials of Anatomy and Physiology Adopted 2014</p>	Yes	0
History-Social Science	<p>Pearson (Grades 9-12): CA World History, Print and online McGraw Hill (Grades 9-12): Impact: United States History and Geography: Continuity & Change, print and online McGraw Hill (Grades 9-12): Impact: Principles of Economics, print and online McGraw Hill (Grades 9-12): Impact: Principles of American Democracy, print and online Adopted 2019</p> <p>Pearson (Grades 9-12): By the People, print and online Cengage (Grades 9-12): Western Civilization since 1300, print and online Adopted 2015</p> <p>Houghton Mifflin Company (Grades 11-12): American Government AP Edition, Economics (AP) Adopted 2014</p>	Yes	0

Foreign Language	Vista Higher Learning (Grades 9-12): Temas, print and online Adopted 2015 McDougal Littell (Grades 9-12): Discovering French - Blanc 2, Discovering French - Bleu 1, Discovering French - Rouge 3, En Espanol 1, 2 and 3 Adopted 2014 Prentice Hall (Grades 9-12): Sendas Literarias 1and 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

Adelanto High School began occupying the newly constructed campus in August of 2014 at 15620 Joshua Road in Adelanto CA. The campus covers approximately 60 acres and 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. The most recent updates to the campus were the repaving of the outdoor basketball courts and filling in the gaps in the pavement in the parking lots.

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. The most recent completed district self conducted facility inspection was conducted in August of 2021.

Safety of the school facility is an ongoing area of priority and support for VVUHSD. Adelanto High School ensures students are safe on school grounds before, during, and after school. The school has well maintained perimeter fencing and is provided security officers staffed at a district ratio of 350:1. Supervision during the school day is an assumed responsibility of all administrative, staff, and security officers. All students' events and programs that extend beyond the regular school day are provided with security officers and are supervised by an administrator or administrative designee. The use of a security camera system also supports the supervision and safety of students.

Overall, Adelanto High School has a cleanliness rating of good to excellent, and the maintenance of the facilities remains a priority for the district in order to provide an optimum learning environment for the students and staff. The cleaning of the facilities happens on a daily basis with deep cleaning for all classrooms at every student free break in the school calendar as well as during the summer deep cleaning program.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AHS is not subject to Williams compliance and no comments are available.
Interior: Interior Surfaces	X			AHS is not subject to Williams compliance and no comments are available.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			AHS is not subject to Williams compliance and no comments are available.
Electrical	X			AHS is not subject to Williams compliance and no comments are available.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			AHS is not subject to Williams compliance and no comments are available.
Safety: Fire Safety, Hazardous Materials	X			AHS is not subject to Williams compliance and no comments are available.
Structural: Structural Damage, Roofs	X			AHS is not subject to Williams compliance and no comments are available.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			AHS is not subject to Williams compliance and no comments are available.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

In addition to the outreach efforts from the school to host informational meetings virtually and provide drive through distribution of food/supplies to our parents, Adelanto High School currently has a Family and Parent Engagement Liaison . Mrs. Mercado creates a welcoming, safe and supportive Family Resource Center. She serve as leader in developing parent-teacher/ school staff relationships at Adelanto high School. Mrs. Mercado leads in the coordination of a variety of family/parent participation activities (i.e. cultural events, common core grade level workshops, parent orientations, parenting support workshops, computer classes, reading night, perfect attendance, etc.). Through the Family Engagement Liaison, there is communication/ outreach / promotion with parent leaders, community partners and school site staff for family workshops/ events, and other parent communication necessary for student achievement and school culture.

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 LCAP advisory committee.

Participants are encouraged to register for events through our OMS System located on our website. Announcements for opportunities to participate in on campus events made on social media, via the automated calling system, on our website, on the schools 3 marquees, in person during student orientation, via monthly newsletters, social media and through word of mouth. Principal, Ebony Purcell is acting SSC Chairperson and maintains contact information for members to invite and keep aware of SSC events. Dr. Janice Betian is the site ELL coordinator conducting quarterly parent meeting for Spanish speaking parents.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

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 using the Raptor ID system 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 and board approved September 23, 2021 ; any revisions and updates are reviewed immediately with the staff. 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. By May 2019, 75% of the staff was ALICE trained in reference to Active Shooter Responses. All staff has been trained on our new Emergency Response System, Catapult. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,746	\$1,088	\$4,658	\$81,716
District	N/A	N/A	\$5,217	
Percent Difference - School Site and District	N/A	N/A	-11.3	-13.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-57.8	-12.1

2021-22 Types of Services Funded

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 accessing the core content materials as well as the supplemental AGS textbooks. 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 in a 10 week intensive group ran by Rescue A Generation. Beginning in January 2022, AHS has a Mental Health Clinician on campus to assist students referred for various reasons.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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. Professional development occurs throughout the school year but kicks off with two certificated professional development days in August prior to the start of the school year. The focus for the certificated professional development days are designed with input from the teachers and other stakeholders. Over-arching themes included social emotional learning, engaging teaching strategies and content specific training. Workshops such as “Engaging the Traumatized Student” and “Culturally Responsive Teaching” provided teachers tools to support students as they re-entered in-person instruction after a year of distance learning. Content learning was in multiple areas including training for the new Science textbook adoption and online components, English Language Arts curriculum maps, new mathematics framework, IEP training for Special Education, technology training, AVID strategies, Career Technical Education, and more. Professional development is provided directly in the classroom through the use of instructional coaches in Math. Early release collaboration days provide teachers time to collaborate and further implement Professional Learning Communities (PLC) in our ongoing collaboration with Solution Tree. Teachers are supported by conferences and workshops off campus and well as through the professional development department. The district staff development program focuses on building content and pedagogy for all core teachers as well as 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) Model and the Cycle of Inquiry. The district provides coordinators in the areas of English/History Social Science, Math/Science, English Learners, Career Technical Education and Special education. Classroom based support in math is provided the support of two teachers on assignment (TOAs), one in middle school math and one in high school math. The district works collaboratively with San Bernardino County Superintendent of Schools and the high desert SELPA program to bring additional support and training to staff.

Additionally, each school site is allowed to design site based professional learning to target specific school site needs for both classified and certificated staff. School leaders are able to allow staff to attend conference and other types of off campus professional learning events concurrently with the professional learning occurring on campus through the use of school site teacher experts as well as consultants. Teachers at Adelanto High School are receiving professional development in specific areas for growth as indicated by the most recent WASC recommendations and AHS Leadership team decision. Adelanto High School’s primary areas of focus are first best instruction, mathematics and English language arts instruction, including supplementing those core subjects through all student content areas. 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, Panorama Climate survey data and interim assessment results to determine what areas to academically focus upon. The purpose of the collaboration days to focus on developing professional learning communities, creating common assessments, analysis of common assessments and changes to instruction to increase student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	42	37	