



ADELANTE CONTINUATION HIGH SCHOOL

Grades 9-12
 Estela Jimenez, Principal
 707 Petroleum Street, Kettleman City, CA 93239
 (559) 386-9081

School Accountability Report Card

A Report of 2017-18 Activity Published in February 2019

**Reef-Sunset Unified
 School District**
 205 North Park Avenue
 Avenal, CA 93204
 (559) 386-9083
 www.rsusd.net

Board of Trustees

Lupe Chavez, President
 Lissette Padilla, Clerk
 Claudia Casarez, Member
 Lilia Rizo, Member
 Christopher Collins, Member
 Ivette Pulido, Student Member

District Administration

Dr. David East
 Superintendent

Michelle Cutillo
 Chief Business Officer

Ken Horn
 Director of Curriculum

Micky Yocum
 Director of Student Services

The statistical information disclosed in this report is obtained from the California Department of Education and the Reef-Sunset Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Information for the instructional materials section was obtained in December 2018 and information for the school facilities section was obtained in November 2017.

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, 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, one elementary community day school, and one secondary community day school.

Adelante Continuation High School

Adelante Continuation High School ("Adelante") is located in the heart of Kettleman City, approximately 18 miles south of Avenal, and adjacent to Kettleman City Elementary School. The high school services students in grades 9-12. At the beginning of the 2017-18 school year, three students were enrolled. 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 Student Group and Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Grade 9	1
American Indian or Alaskan Native	0.0%	Grade 10	0
Asian	0.0%	Grade 11	1
Filipino	0.0%	Grade 12	1
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	100.0%		
White	0.0%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	100.0%		
English Learners	33.3%		
Students with Disabilities	0.0%		
Foster Youth	0.0%		
		Total Enrollment	3

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials,

including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to chaperone field trips. The School Site Council, Back to School Night, English Learner Advisory Council, District English Learner Advisory Council, and Parent Leadership Team (PLT) offer opportunities for parents to get involved with the educational process and support their child's achievements. The principal welcomes parents to visit either 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 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 three weeks 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.

Student Achievement

District Benchmark Assessments

Reef-Sunset Unified School District administers English Language Arts and Mathematics benchmarks to evaluate instructional programs and measure student proficiency. During the 2017-18 school year, benchmark assessments were administered to all students in English language arts and math three times. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/cal/.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven						
	Percentage of Students Meeting or Exceeding the State Standards					
	AHS		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	0	0	21	24	48	50
Mathematics	0	0	14	15	37	38

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.

California Assessment of Student Performance and Progress Test Results in Science All Students						
	Percentage of Students Meeting or Exceeding the State Standards					
	Adelante		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Physical Fitness

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Adelante did not administer the fitness exam during 2017-18, therefore results are not available. District, county, and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

School Facilities & Safety

Supervision & Safety

Supervisory policies and practices are consistent at Adelante. The campus is very small, enabling teachers and administrators to monitor student behavior easily in the classroom and common areas. During lunch, supervision is provided by the principal and classified staff. When students are dismissed at the end of the day, the principal and teachers ensure students leave campus in a safe and orderly manner.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, display their visitor's pass while on campus, and then return to the school office upon departure. Student visitors must have prior authorization from both their principal and the site principal before entering campus grounds.

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.

Campus Description	
Year Built	1940
Acreage	0
Bldg. Square Footage	1,950
	Quantity
# of Permanent Classrooms	1
# of Portable Classrooms	0
# of Restrooms (student use)	1 set

School Site Safety Plan

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 2019.

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.

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 on August 17, 2018. 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 2017-18 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 and Reef Sunset Secondary Community Day School. 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 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				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 17, 2018				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Room 10 - No water to sink; Room 15 - Deficiency noted
Safety	✓			Room 5 - Clear furniture away from fire pulling station and fire extinguisher
Structural	✓			Kinder Playgrounds - Sink hole under blacktop, play equipment needs parts to repair damaged parts, needs a few border timbers replace
External	✓			Room 2 - Small window has a crack; Room 4 - BB hole in back door window
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Classroom Environment

Class Size

The Average Class Size & Class Size Distribution table in this report illustrates the distribution of class sizes in core subjects, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2015-16				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	2	1		
Math	2	1		
Science	2	1		
Social Science	2	2		
2016-17				
English	1	2		
Math	2	1		
Science	2	1		
Social Science	2	2		
2017-18				
English	1	2		
Math	3	1		
Science	3	1		
Social Science	3	2		

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

Discipline & Climate for Learning

Adelante follows board-approved policies governing schoolwide discipline procedures. Good discipline practices help provide the best learning situation. School rules and classroom management policies are based on a shared vision: (1) teachers have the right to set firm limits for all students and (2) these limits need to be taught. Positive motivation, praise, and parent phone calls are used to encourage students to make good choices.

Teachers take a proactive approach to minimizing classroom disruptions. Behavior expectations, school rules, and consequences for poor conduct are clearly explained when a student enrolls in the continuation high school program. At the beginning of the school year, each student receives a student/parent handbook which outlines school rules, the conduct code, behavior expectations, and safety procedures. Throughout the school year, students are reminded individually by the principal and teachers on an as-needed basis to conduct themselves in a safe and responsible manner.

Adelante employs a four-step progressive discipline approach as part of the behavior improvement process. After two reminders, students are suspended; after two suspensions, students are expelled. Students having difficulty with their behavior are counseled by their teacher and principal who consider past behavior and severity of infraction prior to administering disciplinary action. Consequences are delivered in a fair, firm, and consistent manner.

	Suspensions and Expulsions								
	AHS			RSUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions (%)	0.00%	0.00%	0.00%	6.90%	7.00%	7.00%	3.70%	3.60%	3.50%
Expulsions (%)	0.00%	0.00%	0.00%	0.46%	0.18%	0.00%	0.09%	0.09%	0.08%

Dropouts & Graduation Rates

Adelante's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavior traits that may lead to dropping out of school. Close monitoring of student credit completion helps identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, referral to alternative education programs or adult school, and concurrent enrollment in local colleges and universities. Understanding that the needs of each student are different, administrators and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

During the 2016-17 school year, there was no dropout rate/graduation rate data. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation Requirements

Students must accumulate 205 course credits and pass their Algebra I course with a D or higher to receive a high school diploma from the Reef Sunset Unified School District. Alternative methods of acquiring a diploma are available through the community day school and community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Adelante High.

Completion of High School Graduation Requirements (One-Year Rate)			
Graduating Class of:			
2017			
	AHS	RSUSD	CA
All Students	100%	96%	89%
Black or African American	0%	0%	82%
American Indian or Alaskan Native	0%	0%	83%
Asian	0%	0%	95%
Filipino	0%	0%	94%
Hispanic or Latino	100%	97%	87%
Hawaiian or Pacific Islander	0%	0%	89%
White	0%	100%	92%
Two or More Races	0%	0%	91%
Socioeconomically Disadvantaged	100%	97%	89%
English Learners	0%	76%	57%
Students with Disabilities	0%	86%	67%
Foster Youth	0%	0%	74%

Curriculum & Instruction

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 2016-17, 2017-18, and 2018-19 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

Professional Development Days & Topics Three-Year Trend	
2016-17	3 days
<ul style="list-style-type: none"> Brain Based Research Training Rise to Rigor Depth of Knowledge Training StudySync Pilot Training Collections Pilot Training Positive Prevention Health Training Professional Learning Communities (PLC's) KAGAN Training KCOE Next Generation Science Standards (NGSS) Training Get Focused, Stay Focused Training 	
2017-18	3 days
<ul style="list-style-type: none"> Google Docs Reaching Higher DOK Levels in Math Kagan Structures - Beyond Think, Pair, Share AVID Strategies i-Ready Mindfulness Google Main & Google Classroom IO Assessment Differentiated Instruction for Those with Special Needs within the General Education Visula Thinking Strategies Across the Curriculum Mathematical Modeling Positive Discipline - Understanding Misbehaviors and Building Relationships 5E Lesson Planning - An Inquiry Approach to Science ELPAC Suicide Prevention and Awareness Discovery Education Freckle Read Write for Google Small Group Instruction and RtI in the High School Math Class Study Sync 	
2018-19	3 days
<ul style="list-style-type: none"> Structured Note Taking Differentiated Instruction for Those with Special Needs within the General Education Classroom Language & Content Objectives (L.O.C.O.'s) Positive Intervention & Support Systems (PBIS) Collaborative Structures and Engagement in P.E. How to Use Annotation During Close Reading Pacing Guides for Study Sync 	

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. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a three-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.

Classified support staff are provided job-related training from vendors, department supervisors, and professional agencies.

Site-Based Staff Development

Adelante High teaching staff meet on an as-needed basis to discuss each student's progress and subsequent instructional needs based upon individual performance results. Teaching staff participate 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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
	*	McGraw-Hill: <i>StudySync</i>	0%
	*	Pearson: <i>iLit ELL</i>	0%
Math			
	*	McGraw-Hill: <i>Integrated Math I, II, III, IV</i>	0%
	*	Curriculum Press: <i>Calculus</i>	0%
Science			
2007	*	Holt, Rinehart and Winston: <i>Modern Biology</i>	0%
	*	AGS Publishing: <i>Biology Cycles of Life</i>	0%
2007	*	Holt, Rinehart and Winston: <i>Chemistry</i>	0%
2007	*	Pearson: <i>Physical Science - Concepts in Action</i>	0%
	*	Delmar: <i>Agriscience</i>	0%
	*	Prentice Hall: <i>Conceptual Physics</i>	0%
	*	Glencoe/McGraw-Hill: <i>AP Biology</i>	0%
	*	Pearson: <i>Fundamentals of Anatomy & Physiology, 11th Edition</i>	0%
Social Science			
	*	McGraw-Hill: <i>Networks Geography - Human and Physical World</i>	0%
	*	<i>Modern World</i>	0%
	*	McGraw-Hill: <i>U.S. History and Geography - Continuity & Change</i>	0%
	*	<i>Democracy</i>	0%

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 foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On September 20, 2018, 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 #2018:12 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, and (5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9 to 12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2018-19 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

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).

Advanced Placement

Advanced placement courses enable students to qualify for college credit while earning their high school diploma. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2017-18 school year, advanced placement classes were not offered at Adelante.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Schools are required to report (1) the total number of students enrolled in college preparation classes and (2) the number of students who graduated and completed college preparation coursework. During the 2017-18 school year, Adelante Continuation High School did not have any students enrolled in college preparation courses.

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 post-secondary 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. A career advisor from the Kings County Office of Education meets with students in the special education program to discuss academic and career goals and job seeking guidance. 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 attainment of basic skills competencies, enhances opportunities for academic and occupational training, and provides exposure to the job market and employment.

For more information on availability of vocational education programs, contact the principal. General information about career technical education can be found at www.cde.ca.gov/ci/ct/.

Professional Staff

Support Services Staff

Counseling services are coordinated through the principal and district nurse. Through close collaboration with the principal and teaching staff, community professionals in the mental and physical health care services industries are recruited to help improve student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Academic Counselors and Other Support Staff 2017-18	
	No. of Staff FTE*
Academic Counselor	As needed
District Nurse	As needed

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

The district's psychologist conducts assessments to determine eligibility for Special Education services and facilitate coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings and coordinating supplementary mental and physical health care services.

Reef-Sunset Unified School District is a member of the multi-district Kings County Special Education Local Plan Area (SELPA), which serves 14 school districts in Kings County. The SELPA enables participating school districts to pool resources and expertise in the field of special education.

Community resources and local service agencies have formed an ongoing partnership with Adelante to help students and their families. Community services offer tutorial assistance, clothing, food, utility assistance with PG&E bills, and referrals to housing and medical services through the Healthy Start Services Program, administered through the Business Services at the District Office. For more information on this program, contact Leticia at (559) 386-4230 or visit the district's website at www.rsusd.net.

Teacher Assignment

During the 2017-18 school year, Adelante Continuation High School had one teacher who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments		
	AHS		
	16-17	17-18	18-19
Total Teachers	1	1	1
Teachers with Full Credential	1	1	1
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	RSUSD		
	16-17	17-18	18-19
Total Teachers	125	121	121
Teachers with Full Credential	106	99	99
Teachers without Full Credential	19	22	22
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	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.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Adelante Continuation High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Adelante's SARC and access the Internet at any of the county's public libraries. The closest library to Adelante High is the Kettleman City Branch Library located at 104 Becky Pease Street, Kettleman City.

Kettleman City Branch Library
Phone: (559) 386-9804
Hours: Tues.-Thurs. 1pm-6pm
Number of computers available: 25
Number of printers available: 2

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2016-17 school year, Reef-Sunset Unified School District spent an average of \$11,696 of total general funds to educate each student (based on 2016-17 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/ and 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.)

Teacher and Administrative Salaries 2016-17		
	RSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,429	45,681
Mid-Range Teacher Salary	70,865	70,601
Highest Teacher Salary	90,986	89,337
Average Principal Salaries:		
Elementary School	113,613	110,053
Middle School	125,353	115,224
High School	127,610	124,876
Superintendent Salary	161,120	182,466
Percentage of Budget For:		
Teacher Salaries	29	33
Administrative Salaries	5	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2016-17					
Dollars Spent Per Student					
Expenditures Per Pupil	AHS	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	0	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	0	110,417	0.0%	7,125	0.0%
Average Teacher Salary	84,183	69,940	120.4%	71,392	117.9%

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

In addition to general fund state funding, Reef-Sunset Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- 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 Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.