Gus Franklin, Jr. STEM School

13125 Hopland Street - Victorville, CA 92394 - (760) 530-7640

Adelanto Elementary School District

Mina Blazy, Principal

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2019-2020 School Accountability Report Card Published in the 2020-2021 School Year

Serving Grades
Transitional Kindergarten through Five
CDS: 36 67587 6106694

District Administration

Dr. Kennon Mitchell
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Assistant Superintendent, Business Services

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Assistant Superintendent, Human Resource Services

Dr. Marguerite Williams
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Board of Education

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

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

District Vision & Mission Statement

Mission Statement

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community.

Vision Statement

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success.

School Motto

We S.O.A.R to the top; we conduct ourselves in a safe, respectable and responsible manner to ensure life-long academic and social success.

Safety First, Outstanding Conduct, Accountability, and Respect

School Profile (School Year 2020-21)

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow. A highly competent staff has established a close rapport with the students and community. Additionally, the school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

School Enrollment

The charts display school enrollment broken down by student group and grade level.

Enrollment by Student Group

2019-20

	Percentage
Black or African American	13.8
American Indian or Alaska Native	0.3
Asian	1.0
Filipino	2.7
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.3
White	7.4
Two or More Races	2.4
EL Students	9.9
Socioeconomically Disadvantaged	72.1
Students with Disabilities	7.2
Foster Youth	0.7
Homeless	0.2

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	128	120	123
1st	77	100	97
2nd	80	73	98
3rd	82	80	74
4th	95	97	98
5th	96	99	95
Total	558	569	585

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Adelanto Elementary School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 virus pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, teachers conduct “Office Hours”, a time where they are available to answer student and parent questions.

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The disitrict recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	25	25	24	384
Without Full Credentials	0	1	2	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	1	1

School Facilities (School Year 2020-21)

The Adelanto Elementary School District insures that each school provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision.

Age and Condition of Facilities

Gus Franklin, Jr. STEM Academy is currently comprised of classrooms, a library, a computer lab, a staff lounge, and a multi-purpose room/cafeteria.

Improvements to Facilities

The District recently repaved the asphalt of all schools.

Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoon. School administration and teachers circulate in assigned areas of the campus; ensuring student conduct remains safe and orderly. Regular campus supervision is shared throughout the day by school personnel to ensure the campus remains safe while instruction is in progress. The school is a closed campus. During school hours, all visitors must sign in at the office and wear identification badges while on school grounds.

Cleaning Process

The principal works daily with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean and safe. Daily housekeeping and cleaning takes place in the afternoons and evenings. When school is not in session, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

Maintenance & Repair

Gus Franklin, Jr. STEM Academy provides a safe and clean environment for students, staff, and volunteers. School personnel routinely inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Adelanto Elementary School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent school acilities inspection collected in October 2020.

School Facility Conditions

Date of Last Inspection: 10/27/2020

Overall Summary of School Facility Conditions: Good

Data Collected: October, 2020

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			309: CEILING TILE HAS A HOLE (remedied January 2021). 404: CEILING TILES HAVE WATER STAINS (remedied January 2021). STAFF LOUNGE: CEILING TILES HAVE WATER STAINS (remedied November 2020). NURSE: SINK CABINET DOOR STOP IS BROKEN (remedied November 2020).
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			205, 302, 305, 308, 309, 406: UNSECURED ITEMS ARE STORED TOO HIGH (remedied January 2021). 401, 402, 403, RESOURCE, WORKROOM (ADMIN): UNSECURED ITEMS ARE STORED TOO HIGH (remedied November 2020).
Electrical	X			401: SURGE PROTECTORS ARE DAISY CHAINED (remedied January 2021). LIBRARY: THREE CAN LIGHTS ARE OUT (remedied November 2020).
Restrooms/Fountains		X		GIRLS RESTROOM: ONE TOILET IS LOOSE AT THE BASE (remedied November 2020). 408: DRINKING FOUNTAIN HANDLE IS BROKEN (remedied November 2020). 209: DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A SPORADIC FLOW (remedied November 2020). 203: DRINKING FOUNTAIN HAS A LOW FLOW (remedied January 2021). 406: DRINKING FOUNTAIN HAS A LOW FLOW (remedied January 2021). 208: DRINKING FOUNTAIN HAS A LOW FLOW (remedied November 2020). 411: DRINKING FOUNTAIN HAS A LOW FLOW (remedied November 2020). 311/ THERAPY: DRINKING FOUNTAIN HAS A LOW FLOW (remedied November 2020). 308: FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW (remedied January 2021). 101: FAUCET HANDLE IS BROKEN (remedied November 2020). STAFF UNISEX RESTROOM (NEAR 211): FAUCET HANDLE IS BROKEN (remedied November 2020). GIRLS RESTROOM: FIRST AND LAST SINKS ARE LOOSE FROM THE WALL (remedied November 2020). DRINKING FOUNTAIN HAS A LOW FLOW (HALLWAY) (remedied November 2020). GIRLS RESTROOM: FIRST SINK IS LOOSE FROM THE WALL (remedied November 2020). BOYS RESTROOM: FIRST SINK IS LOOSE FROM THE WALL (remedied November 2020). TWO FAUCETS HAVE NO FLOW (remedied November 2020). TWO FAUCETS ARE LOOSE AT THE BASE (remedied November 2020). DRINKING FOUNTAIN HAS A HIGH FLOW (HALLWAY) (remedied November 2020). BOYS RESTROOM: HALLWAY DRINKING FOUNTAIN HAS A LOW FLOW (remedied November 2020). FIRST SINK IS LOOSE FROM WALL (remedied November 2020). ALL FAUCETS ARE LOOSE AT THE BASE (remedied November 2020). BOYS RESTROOM: ONE FAUCET HAS NO FLOW (remedied November 2020). ONE FAUCET IS LOOSE AT THE BASE (remedied November 2020). DRINKING FOUNTAIN HAS A LOW FLOW (HALLWAY) (remedied November 2020).
Safety (Fire Safety, Hazardous Materials)	X			ADMIN: FIRE EXTINGUISHER TAG IS MISSING (remedied November 2020). BOYS RESTROOM: FIRE SPRINKLER COVER IS MISSING (remedied November 2020). OFFICE: PLUG IN CANDLE WARMER (remedied October 2020).
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			GIRLS RESTROOM: THRESHOLD IS LOOSE (remedied November 2020).

Instructional Materials (School Year 2020-21)

The table displays information collected in November 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

As there is no state approved curriculum for TK, these materials are locally determined as they use a modified kindergarten curriculum intended to be age and developmentally appropriate.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption? K-8 (State) / TK (Local)	% Lacking
TK	English/Language Arts	McGraw-Hill	Little Treasures	2013	Yes	0.0%
K-5	English/Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
K-5	English Language Development	McGraw-Hill	California Wonders for English Learners	2016	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
TK	History/Social Studies	McGraw-Hill	Little Treasures	2013	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	No*	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	Go Math	2014	Yes	0.0%
TK	Mathematics	McGraw-Hill	Little Treasures	2013	Yes	0.0%
K-5	Science	Houghton Mifflin	CA Science	2007	No*	0.0%
TK	Science	McGraw-Hill	Little Treasures	2013	Yes	0.0%
TK-5	Visual & Performing Arts		Not Applicable			

** The materials in use are aligned to state standards; however, the district is currently evaluating options for new history and science materials.*

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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	45	53	52	21	26	28	48	50	50
Mathematics (Grades 3-8 and 11)	28	35	40	11	15	17	37	38	40
Science (Grades 5, 8, and 10)	--	--	37	--	--	11	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress

Student Groups	Total Enrollment	English-Language Arts				Mathematics			
		Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	254	253	99.61	0.39	52.17	253	99.61	0.39	39.92
Male	122	122	100.00	0.00	50	122	100.00	0.00	42.62
Female	132	131	99.24	0.76	54.2	131	99.24	0.76	37.4
Black or African American	35	34	97.14	2.86	55.88	34	97.14	2.86	47.06
Hispanic or Latino	177	177	100.00	0.00	50.28	177	100.00	0.00	34.46
White	18	18	100.00	0.00	61.11	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	200	199	99.50	0.50	50.25	199	99.50	0.50	37.19
English Learners	49	49	100.00	0.00	40.82	49	100.00	0.00	30.61
Students with Disabilities	32	31	96.88	3.12	9.68	31	96.88	3.12	9.68

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.

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.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone
2018-19

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8%	22.1%	15.8%
7	-	-	-

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

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2020-21)

Gus Franklin, Jr. STEM Academy greatly benefits from its supportive parents. Parents are welcome to participate on the School Site Council, Parent Teach Organization (PTO), and volunteer in the classrooms and to chaperone field trips.

The needs assessment was sent to school site teachers asking what was needed to create academic, social emotional and behavioral learning in the classroom. Families were sent a survey asking about their current learning situation and for feedback in order to help with academic success.

The School Site Council made recommendations for monthly online classes. The classes will consist of Arts and Crafts, Physical Education, Health and Wellness, Resume Builder, Social Media, Academic Support as a parent and College Bound Parents.

State Priority: School Climate

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

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions

	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	7.45	6.40	3.45	0.00	0.00	0.00
District	6.44	6.70	2.41	0.08	0.00	0.07
State	3.51	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of The Adelanto Elementary School District and its schools. The district is committed to providing all students with a safe learning environment.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop off and pickup from school, sexual harassment policy, bullying prevention policy, and dress code policy. To ensure student safety, staff members and playground monitors supervise students at all times before, during, and after school. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving. Additionally, the district offers a bulyling reporting/prevention hotline where students and/or parents can make a report.

The school reviews the plan annually and updates it as needed. The plan was last updated in December 2020 and was reviewed with school staff. A copy of the safety plan is available to the public at the school office. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

Professional Development

All training and professional development at Adelanto Elementary School District revolve around providing the best education and comprehensive support for all students. The district sponsors staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. The district utilizes weekly early student release days on Tuesdays to allow for teacher collaboration, staff meetings and additional professional development opportunities. Additionally, teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Recent development topics include, but are not limited to:

- Active Shooter Scenario
- Advancement Via Individual Determination
- Analyzing Student Data and Creating Action Plans
- Bullying
- Child Nutrition
- Clever
- Core Subject Curriculum and Teaching
- COVID-19 Protocols
- CPR/First Aid
- Culturally Relevant Teaching
- Custodial Equipment and Procedures
- DBQ Project
- Distance Learning
- English Language Development (ELD)
- Expository Reading and Writing Course
- Google Classroom
- Heat and Wellness Prevention
- Instructional Strategies
- Interactive Learning Programs
- Muli-tierred Systems of Support (MTSS)
- Paraprofessional Responsibilities and Procedures
- Personalized Learning
- Positive Behavior Interventions and Supports (PBIS)
- Professional Learning Communities (PLC)
- Professional Standards
- Project Lead The Way
- Response to Intervention
- School Safety
- Science, Technology, Engineering and Math (STEM)
- Secretary/Clerk Responsibilities and Procedures
- SMART Goals
- Special Education
- Student Success Team
- Technology Training
- Thinking Maps
- Trauma Informed

The table displays the number of days that a professional development opportunity was available including both full and partial days. Not all staff attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties, and of individual sites and departments.

Professional Development

	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	94	93	90

Additional Internet Access/Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: www.sbcounty.gov/library/home.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution

	Average Class Size			Classrooms Containing: 1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	25	24	24	-	-	-	5	5	5	-	-	-
1	25	24	24	-	-	-	3	4	4	-	-	-
2	24	24	23	-	-	-	3	3	4	-	-	-
3	25	24	24	-	-	-	3	3	3	-	-	-
4	28	30	30	-	-	-	3	3	3	-	-	-
5	26	26	29	1	1	-	3	3	3	-	-	-
Other	11	9	11	2	2	3	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of the Adelanto Elementary School District to assist students in their social and personal development as well as academics. Each school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school does not have an academic counselor. The table lists the support service personnel available to students. Note: 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.

Academic Counselor to Student Ratio

2019-20

	Average Number of Students per Academic Counselor
Academic Counselor(s)	0

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	1.0
Speech/Language/Hearing Specialist	2	1.5

District Revenue Sources (Fiscal Year 2019-20)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance and Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted and Talented Pupils
- School Improvement Program
- Staff Development
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation

District Expenditures (Fiscal Year 2018-19)

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide. The California Department of Education issued guidance to the district regarding how to calculate school-level per-pupil expenditures.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$8,462
From Supplemental/Restricted Sources	$2,187
From Basic/Unrestricted Sources	$6,275
District	
From Basic/Unrestricted Sources	$2,014
Percentage of Variation between School & District	211.6%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-19.0%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

The average salary table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2018-19	District	State
Beginning Teachers	$51,431	$51,004
Mid-Range Teachers	$77,067	$82,919
Highest Teachers	$110,404	$104,604
Elementary School Principals	$126,873	$131,277
Middle School Principals	$129,603	$136,163
High School Principals	-	$128,660
Superintendent	$210,000	$230,860
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The average teacher salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	$88,552
District	$82,719
Percentage of Variation	7.1%
School & State	
All Elementary School Districts	$84,183
Percentage of Variation	5.2%