



Morgan-Kincaid Preparatory School of Integrated Studies

13257 Mesa Linda Avenue - Victorville, CA 92392 - (760) 956-9006

Adelanto Elementary School District

Kristen Cooper, Principal

kristen_cooper@aesd.net <http://www.aesd.net/mkp/home>

Serving Grades
Transitional Kindergarten
through Five
CDS: 36 67587 6106694

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

District Administration

Dr. Kennon Mitchell
Superintendent
kennon_mitchell@aesd.net

Michael Krause
Assistant Superintendent,
Business Services

Andrea Credille
Assistant Superintendent,
Human Resource Services

Dr. Marguerite Williams
Assistant Superintendent,
Academic Services

Board of Education

Christine Turner, President
La Shawn Love-French, Clerk
Holly Eckes, Member
Christina Bentz, Member
Ammie Hines, Member

11824 Air Expressway
Adelanto, CA 92301
(760) 246-8691
www.aesd.net

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.



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

Always go forward.

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	20.6
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	0.9
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.4
White	8.8
Two or More Races	5.1
EL Students	10.5
Socioeconomically Disadvantaged	74.6
Students with Disabilities	6.5
Foster Youth	5.5
Homeless	0.8

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	143	146	161
1st	117	122	127
2nd	112	123	109
3rd	138	116	130
4th	151	142	120
5th	141	154	151
Total	802	803	798

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 district 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	32	34	34	384
Without Full Credentials	2	0	0	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	2	1	0

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

School facilities encompass 10 acres, and provide adequate space for students and staff. Morgan Kincaid School was originally constructed in 2001 and is currently comprised of 14 permanent classrooms, 23 portable classrooms, 2 computer classrooms, a library, a staff lounge, a multi-purpose/cafeteria, two playgrounds, a PTA room, a soccer field, and an outdoor basketball court.

Improvements to Facilities

The District recently repaved the asphalt of all schools. Cafeteria tables were replaced in 2020. Repairs were made to two portable buildings and the ramps to the classrooms. Carpet was replaced in the front office.

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 three full-time custodians 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

Morgan Kincaid School 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 facilities inspection collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 10/08/2020				
Overall Summary of School Facility Conditions: Fair				
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			UNISEX RESTROOM (NEAR 15), UNISEX RESTROOM (NEAR 15): VENT COVER IS LOOSE.
Interior		X		2, 401: CEILING TILE HAS A WATER STAIN. 2, 6: CEILING TILE IS BROKEN. 302: CEILING TILE T-BAR IS LOOSE. 302, 504: CEILING TILES HAVE WATER STAINS. 301: FLOOR TILE IS BROKEN. MPR: FLOOR TILES ARE BROKEN. 9: FORMICA IS CHIPPING ON COUNTER TOP. 2: FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 304: FORMICA TRIM IS MISSING ON COUNTERTOP. 502, 504: PENCIL SHARPENER COVER IS MISSING. 22: SINK CABINET HANDLE IS MISSING. 26, 27, MPR: WALL PAPER IS TORN. BOYS RESTROOM (NEAR 602): WALL TILES ARE MISSING AT ENTRY.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			4, 9, 15 ,25, 405/ MEDIA: UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	10, 22: ACCESS TO ELECTRICAL PANEL IS BLOCKED. GIRLS RESTROOM (NEAR 602): CAN LIGHT IS OUT AT ENTRY. 405/ MEDIA, MPR, WORKROOM (400), 406/ LIBRARY, CONFERENCE ROOM, GIRLS RESTROOM (MPR), KITCHEN, 12, 24, 26, 28, 29, 30, 31, 201, 202, 501, 502, 503: MULTIPLE LIGHT BULBS ARE OUT. 12: ONE LIGHT DIFFUSER IS MISSING. WOMENS RESTROOM (ADMIN): ONE LIGHT PANEL IS BAD. WORKROOM (500), BOYS RESTROOM (NEAR 15): ONE LIGHT PANEL IS OUT. 1: TEACHER IS COVERING ELECTRICAL PANEL WITH POSTERS. MPR: TWO CAN LIGHTS ARE OUT (FOYER). 405/ MEDIA, MPR: TWO LIGHT PANELS ARE OUT.
Restrooms/Fountains		X		BOYS RESTROOM (NEAR 602): ONE TOILET IS LOOSE AT THE BASE. GIRLS RESTROOM (NEAR 602): TWO TOILETS ARE LOOSE AT THE BASE. 28: DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A HIGH FLOW. 25: DRINKING FOUNTAIN HAS A HIGH FLOW. 23, 201, 302: DRINKING FOUNTAIN HAS A LOW FLOW. 4, 602: DRINKING FOUNTAIN HAS A SPORADIC FLOW. 26: DRINKING FOUNTAIN HAS NO FLOW. 5: DRINKING FOUNTAIN IS LOOSE AT THE BASE. 21, 24: FAUCET HAS A CONSTANT DRIP. 302: FAUCET HAS HIGH PRESSURE. 303: FAUCET IS LOOSE AT THE BASE. BOYS RESTROOM (NEAR 602): ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. GIRLS RESTROOM (NEAR 602): ONE FAUCET IS LOOSE AT THE BASE. ONE FAUCET HAS A SPORADIC FLOW.
Safety (Fire Safety, Hazardous Materials)	X			203: ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 26: EXTERIOR EMERGENCY EXIT SIGN IS NOT FUNCTIONING PROPERLY. UNISEX RESTROOM (NEAR 15): FIRE ALARM COVER IS MISSING. KITCHEN: FIRE EXTINGUISHER IS NOT MOUNTED. 20, 22, 31: PLUG IN AIR FRESHENER. 10: IMPROPERLY STORED CLEANING SUPPLIES (WD-40). BOYS RESTROOM (NEAR 602): PAINT IS PEELING ON CEILING.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		PLAY COURTS: LARGE CRACKS CREATING TRIP HAZARDS. 11: SECTION OF RAMP IS LOOSE. PARKING LOTS: TRIP HAZARD IN HANDICAP AREA. BOYS RESTROOM (NEAR 15), 2: DOOR DOESN'T LOCK PROPERLY. UNISEX RESTROOM (NEAR 15): DOOR FRAME IS SEPERATING. DOOR DOESN'T SHUT PROPERLY. 14: DOOR HANDLE IS LOOSE. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 502: WINDOW SCREENS ARE MISSING.

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
K-5	English/Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
TK	English/Language Arts	McGraw-Hill	Little Treasures	2013	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									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	27	34	36	21	26	28	48	50	50
Mathematics (Grades 3-8 and 11)	17	25	27	11	15	17	37	38	27
Science (Grades 5, 8, and 10)	--	--	18	--	--	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	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	416	414	99.52	0.48	35.99	415	99.52	0.48	26.75
Male	214	214	100.00	0.00	30.84	215	100.00	0.00	28.84
Female	202	200	99.01	0.99	41.5	200	99.01	0.99	24.5
Black or African American	91	90	98.90	1.10	24.44	90	98.90	1.10	8.89
Hispanic or Latino	244	244	100.00	0.00	39.34	245	100.00	0.00	29.39
White	38	38	100.00	0.00	31.58	38	100.00	0.00	31.58
Two or More Races	17	17	100.00	0.00	35.29	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	308	307	99.68	0.32	33.55	308	99.68	0.32	23.38
English Learners	72	72	100.00	0.00	36.11	72	100.00	0.00	27.78
Students with Disabilities	59	59	100.00	0.00	3.39	59	100.00	0.00	6.78
Foster Youth	27	27	100.00	0.00	14.81	27	100.00	0.00	3.7

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	26.6%	16.2%	15.6%

**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)

In typical school years, the school is very fortunate to have the involvement and support of parents and community members. This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

Parents and the community are very supportive of the educational program at Morgan Kincaid School. Parents are active at the school site, participating in PTSA, ELAC, and School Site Council. Additionally, parents attend Back-To-School Night, Family Science Night, Family Literacy Night, Parent-Teacher conferences, School Site Council, and volunteer within the classroom. Parents are invited to attend Coffee with the Principal once a month and AVID workshops and AVID nights. The school maintains an open-door policy with all parents of Morgan Kincaid students. Parents are kept informed of school activities through the Parent Handbook, monthly updates, the school calendar, the school website, all calls, social media and the AESD app. During COVID events are being held virtually when possible.

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	2.82	1.70	1.39	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 bullying 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
- Multi-tiered 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	24	24	24	-	-	-	6	6	6	-	-	-
1	23	23	24	-	-	-	5	5	5	-	-	-
2	23	24	22	-	-	1	4	5	3	-	-	-
3	25	21	23	-	-	-	6	5	5	-	-	-
4	28	27	29	-	-	-	5	5	4	-	-	-
5	25	26	29	2	1	-	4	5	5	-	-	-
Other	14	14	18	1	1	2	-	-	2	-	-	-

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 tables list 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)	798

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1	0.5
Library Media Services Staff (Paraprofessional)	1	1.0
Psychologist	1	0.5
Nurse	1	1.0
Speech/Language/Hearing Specialist	1	1.0

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	\$7,152
From Supplemental/Restricted Sources	\$1,325
From Basic/Unrestricted Sources	\$5,827
District	
From Basic/Unrestricted Sources	\$2,014
Percentage of Variation between School & District	189.3%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	-24.8%

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	\$85,707
District	\$82,719
Percentage of Variation	3.6%
School & State	
All Elementary School Districts	\$84,183
Percentage of Variation	1.8%