



Serving Grades  
Transitional Kindergarten  
through Five  
CDS: 36 67587 0125898

**District Administration**

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Superintendent  
edwin\_gomez@aesd.net

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Chief Business Officer

**Todd Beal**  
Chief Personnel Officer

**Dr. Amy Nguyen-  
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Chief Academic Officer

**Board of Education**

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# Gus Franklin, Jr. S.T.E.M. School

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

## Adelanto Elementary School District

**Mina Blazy, Principal**

Mina\_Blazy@aesd.net <http://gfs.aesd.net>

### 2015-2016 School Accountability Report Card Published in the 2016-17 School Year

#### 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/>.
- To view this SARC online at the school and/or LEA websites.
- 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.

#### 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).

#### Special Data Note

With the start of the 2016-17 school year Adelanto Elementary School District restructured the grade levels available at most schools. Please note that any section in the SARC that applies to school years 15-16 or earlier will display data for grades TK-7, while any section that pertains to the 2016-17 school year will display data for grades TK-5.

#### 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

#### District & School Profile (School Year 2016-17)

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.

## A. 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.

### Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	17.5%
American Indian or Alaska Native	-
Asian	1.1%
Filipino	1.6%
Hispanic or Latino	62.4%
Native Hawaiian or Pacific Islander	1.4%
White	10.7%
Two or More Races	2.8%
EL Students	80.6%
Socioeconomically Disadvantaged	15.0%
Students with Disabilities	15.6%
Foster Youth	0.7%

### School Enrollment & Attendance (School Year 2015-16)

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. Students can attend Saturday School to make-up absences.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective. The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies.

The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart indicates the enrollment for the last three years.

	Enrollment Trend by Grade Level	
	2014-15	2015-16
K	111	110
1st	78	87
2nd	87	86
3rd	88	88
4th	90	90
5th	101	91
6th	80	98
7th		57

## Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	86.5%	13.5%
All Schools in District	96.2%	3.8%
High-Poverty Schools in District	96.2%	3.8%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	23	23	22	327
Without Full Credentials	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	2	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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	4	0

## Textbooks & Instructional Materials (School Year 2016-17)

Adelanto Elementary School District held a public hearing on October 4, 2016 and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of Williams vs. The State of California.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects, as well as foreign language and health (as appropriate) for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. The K-8 materials have been selected from the state's most recent list of standards-based materials. As there is no state curriculum for TK, these materials are locally determined as they use a modified kindergarten curriculum intended to be age and developmentally appropriate. The table displays information collected in November 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbook adoptions are illustrated in the chart.

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	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	Yes	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	Yes	0.0%
TK	Science	McGraw-Hill	Little Treasures	2013	Yes	0.0%
TK-5	Visual & Performing Arts		Not Applicable			

## School Facilities (School Year 2016-17)

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 & Condition of Facilities

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

### Planned Improvements to Facilities

The District will be repaving the asphalt of all schools in 2018.

### 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. S.T.E.M. 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 facilities inspection collected in November 2016.

School Facility Conditions				
Date of Last Inspection: 09/01/2016				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### 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. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

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 classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	37	42	--	20	24	--	44	48
Mathematics (Grades 3-8 and 11)	--	17	25	--	10	12	--	34	36
Science (Grades 5, 8, and 10)	--	50	50	--	32	30	--	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	90	88	97.78	50
Male	48	48	100	58.33
Female	42	40	95.24	40
Black or African American	13	12	92.31	25
Hispanic or Latino	56	55	98.21	47.27
White	16	16	100	75
Socioeconomically Disadvantaged	38	37	97.37	27.03
Students with Disabilities	17	17	100	76.47

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

**California Assessment of Student Performance and Progress - Grade 3**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	89	86	96.63	34.88	86	96.63	31.4
Male	39	39	100	38.46	39	100	38.46
Female	50	47	94	31.91	47	94	25.53
Black or African American	17	17	100	35.29	17	100	29.41
Hispanic or Latino	59	58	98.31	36.21	58	98.31	34.48
Socioeconomically Disadvantaged	39	36	92.31	25	36	92.31	22.22
English Learners	14	14	100	21.43	14	100	14.29
Students with Disabilities	15	14	93.33	7.14	14	93.33	7.14

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	94	92	97.87	41.3	92	97.87	21.74
Male	49	48	97.96	35.42	48	97.96	16.67
Female	45	44	97.78	47.73	44	97.78	27.27
Black or African American	17	16	94.12	50	16	94.12	31.25
Hispanic or Latino	57	56	98.25	41.07	56	98.25	17.86
White	11	11	100	45.45	11	100	45.45
Socioeconomically Disadvantaged	41	39	95.12	43.59	39	95.12	23.08
English Learners	11	11	100	--	11	100	--
Students with Disabilities	16	16	100	12.5	16	100	6.25

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	90	88	97.78	51.14	88	97.78	22.73
Male	48	48	100	50	48	100	25
Female	42	40	95.24	52.5	40	95.24	20
Black or African American	13	12	92.31	41.67	12	92.31	16.67
Hispanic or Latino	56	55	98.21	41.82	55	98.21	18.18
White	16	16	100	87.5	16	100	37.5
Socioeconomically Disadvantaged	38	37	97.37	37.84	37	97.37	5.41
Students with Disabilities	17	17	100	11.76	17	100	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	98	98	100	41.84	98	100	27.55
Male	48	48	100	39.58	48	100	31.25
Female	50	50	100	44	50	100	24
Black or African American	27	27	100	25.93	27	100	18.52
Hispanic or Latino	59	59	100	45.76	59	100	30.51
Socioeconomically Disadvantaged	41	41	100	29.27	41	100	14.63
English Learners	13	13	100	15.38	13	100	15.38
Students with Disabilities	20	20	100	5	20	100	10

## California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	55	96.49	43.64	55	96.49	18.18
Male	30	30	100	43.33	30	100	20
Female	27	25	92.59	44	25	92.59	16
Black or African American	11	11	100	45.45	11	100	9.09
Hispanic or Latino	39	38	97.44	39.47	38	97.44	15.79
Socioeconomically Disadvantaged	24	23	95.83	43.48	23	95.83	8.7
Students with Disabilities	12	11	91.67	--	11	91.67	9.09

Note: ELA 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 2015-16)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test 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).

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.0%	25.8%	3.4%
7	25.5%	20.0%	10.9%

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

## C. 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 & Community Involvement (School Year 2016-17)

Gus Franklin, Jr. S.T.E.M. 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 chaperon field trips.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the main office at 760-530-7640.

### 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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.00	4.32	3.68	0.00	0.00	0.00
District	4.11	4.67	4.83	0.01	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

## Safe School Plan (School Year 2016-17)

The safety of students and staff is a primary concern at Gus Franklin, Jr. S.T.E.M. Academy. 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, and dress code policy. Gus Franklin, Jr. S.T.E.M. Academy reviews the plan annually and updates it as needed. The plan was last updated in December 2015 and reviewed with school staff. A copy of the safety plan is available to the public at the school office.

Fire drills are conducted on a monthly basis, intruder and earthquake/disaster drills are held once during the school year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, campus supervisors, proctors, and administrative assistants 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.

### D. Other SARC Information

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

## Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	50.0%

## Professional Development

The district did not offer any staff development days in the 2013-14 or 2014-15 school years. In the 2015-16 school year, the district offered one staff development day, in which the following topics were discussed: Core English-Language Arts and Math, English-Language Arts and Math Differentiation, Engagement Strategies, Close Reading, Next Generation Science Standards-Inquiry (TK – 6), and Accelerated Reader 360.

Additionally, for further support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

## 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](http://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				
	14	15	16	14	15	16	14	15	16		
By Grade Level											
K	-	28	-	-	-	-	-	4	-	-	-
1	-	25	-	-	-	-	-	3	-	-	-
2	-	28	-	-	-	-	-	3	-	-	-
3	-	28	-	-	-	-	-	3	-	-	-
4	-	30	-	-	-	-	-	3	-	-	-
5	-	32	-	-	-	-	-	3	-	-	-
6	-	21	-	-	1	-	-	3	-	-	-
Other	-	15	-	-	1	-	-	-	-	-	-

## Counseling & Support Staff (School Year 2015-16)

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 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.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Health Clerk	1	1.0
Librarian	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0

## District Revenue Sources (Fiscal Year 2015-16)

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 & Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted & 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 2014-15)

The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,860
From Supplemental/Restricted Sources	\$699
From Basic/Unrestricted Sources	\$4,161
District	
From Basic/Unrestricted Sources	\$4,557
Percentage of Variation between School & District	-8.7%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-26.7%

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>.

## Teacher & Administrative Salaries (Fiscal Year 2014-15)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$42,537	\$44,573
Mid-Range Teachers	\$67,545	\$72,868
Highest Teachers	\$100,911	\$92,972
Elementary School Principals	\$129,544	\$116,229
Middle School Principals	\$134,877	\$119,596
High School Principals	-	\$121,883
Superintendent	\$188,008	\$201,784
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	39.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$67,984
District	\$67,984
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$75,137
Percentage of Variation	-9.5%