West Creek Elementary School

15763 Cobalt Road • Victorville, CA 92395 • (760) 951-3628

Adelanto Elementary School District

Deborah Bowers, Principal

deborah_bowers@aesd.net   http://www.aesd.net/wce/home

2017-2018 School Accountability Report Card
Published in the 2018-2019 School Year

**Serving Grades
Kindergarten through Five**
CDS: 36 67587 6106694

District Administration

**Dr. Amy Nguyen-Hernandez
Superintendent**
amy_nguyen-
hernandez@aesd.net

**Ajay Mohindra
Chief Business Officer**

**Andrea Credille
Chief Personnel Officer**

**Dr. Fal Asrani
Chief Academic Officer**

Board of Education

Christine Turner, President

Holly Eckes, Clerk

La Shawn Love-French, 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.

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).

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 K-6, while any section that pertains to the 2016-17 school year or after will display data for grades K-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

School Motto

West Creek Pirates are safe, respectful & responsible!

School Profile (School Year 2018-19)

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

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

Enrollment by Student Group	
2017-18	
	Percentage
Black or African American	29.8
Asian	0.5
Filipino	0.7
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	1.0
White	9.2
Two or More Races	3.0
EL Students	16.1
Socioeconomically Disadvantaged	87.1
Students with Disabilities	18.6
Foster Youth	6.9

Enrollment Trend by Grade Level			
	2015-16	2016-17	2017-18
K	55	71	74
1st	86	57	71
2nd	63	66	67
3rd	72	64	74
4th	82	52	62
5th	75	67	55
6th	91		
Total	524	377	403

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**
	16-17	17-18	18-19	18-19
Fully Credentialed	16	20	20	351
Without Full Credentials	1	0	2	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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			
	16-17	17-18	18-19
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	0	2

School Facilities (School Year 2018-19)

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

West Creek Elementary School was constructed in 2006 and opened to students in the 2006-07 school year. The campus is comprised of 14 permanent classrooms, 24 portable classrooms, a library, a staff room, a staff work room, a multi-purpose room, and two playgrounds.

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.

Improvements to Facilities

The District repaved the asphalt of all schools in 2018.

Maintenance & Repair

West Creek Elementary 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 November 2018.

School Facility Conditions				
Date of Last Inspection: 11/16/2018				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			BOYS RESTROOM (BLDG 10): EXHAUST FAN IS NOT WORKING.
Interior			X	702: CARPET IS STAINED. 912: CARPET IS TORN. 905: CEILING TILE HAS A HOLE (METAL TAPED). 305: CEILING TILE HAS A HOLE. 902: CEILING TILE HAS A HOLE. 917: CEILING TILE HAS A HOLE. 908: CEILING TILE HAS A HOLE. CARPET IS TORN. 916: CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 913: CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 504: CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 906: CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 505: CEILING TILE IS BROKEN. 903: CEILING TILE IS BROKEN. 909: CEILING TILE IS BROKEN. 601: CEILING TILE IS BROKEN. 904: CEILING TILE IS BROKEN. 914: CEILING TILE IS BROKEN. 703: CEILING TILE IS MISSING. HOLES IN WALL. 507: CEILING TILES ARE BROKEN. 918: CEILING TILES ARE BROKEN. 907: CEILING TILES HAVE WATER STAINS. CELING TILE HAS A HOLE. 304: FLOOR TILES ARE BROKEN AND LIFTING. 911: FLOOR TILES ARE BROKEN AND LIFTING. 701: HOLES IN WALL. 401: WALL PAPER IS TORN IN HALLWAY. 605: WALL PAPER IS TORN.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			BOYS RESTROOM: FLOOR IS VERY DIRTY/UNKEPT. 913: LOTS OF BUGS IN VENT COVERS. UNSECURED ITEMS ARE STORED TOO HIGH. PLAY FIELDS: REFUSE IS SCATTERED THROUGHOUT CAMPUS. BOYS RESTROOM (BLDG 10): ROOM HAS A STRONG URINE ODOR. 603: ROOM IS CLUTTERED. 203: UNSECURED ITEMS ARE STORED TOO HIGH. 204: UNSECURED ITEMS ARE STORED TOO HIGH. 904: UNSECURED ITEMS ARE STORED TOO HIGH. 916: UNSECURED ITEMS ARE STORED TOO HIGH. 503/ WORKROOM: UNSECURED ITEMS ARE STORED TOO HIGH. 601: UNSECURED ITEMS ARE STORED TOO HIGH. 914: UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X		907: ACCESS TO ELECTRICAL PANEL IS BLOCKED BY BOOK SHELF (UNABLE TO BE OPENED). KITCHEN: ACCESS TO ELECTRICAL PANEL IS BLOCKED. PAPER TOWEL DISPENSER MOTION SENSOR IS NOT WORKING IN RR. ONE HOOD LIGHT IS OUT. BOYS RESTROOM: CAN LIGHT IS OUT IN ENTRY. 914: ELECTRICAL PANEL IS BLOCKED. 915: EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 202: EXTERIOR OUTLET COVER IS MISSING. 701: EXTERIOR OUTLET COVER IS MISSING. 906: ONE LIGHT DIFFUSER IS LOOSE. 801/ LIBRARY: ONE LIGHT PANEL IS OUT. ELECTRICAL PANEL IS MISSING. 905: THERMOSTAT COVER IS MISSING.
Restrooms/Fountains		X		GIRLS RESTROOM (BLDG 10): HANDICAP TOILET IS LOOSE AT THE BASE. GIRLS RESTROOM: ONE STALL IS LOCKED/OUT OF ORDER. BOYS RESTROOM: ONE STALL IS UNSTOCKED WITH TOILET PAPER. GIRLS RESTROOM: ONE TOILET IS LOOSE AT THE BASE. 502: DRINKING FOUNTAIN HANDLE IS BROKEN. 602: DRINKING FOUNTAIN IS DUCK TAPED RENDERING IT NON-FUNCTIONAL. 701: FAUCET HAS A LOW FLOW. 401: FAUCET LEAKS AT HANDLE AND AT BASE. DRINKING FOUNTAIN HANDLE IS BROKEN. GIRLS RESTROOM (BLDG 10): ONE FAUCET IS LOOSE AT THE BASE. BOYS RESTROOM (BLDG 10): ONE FAUCET IS LOOSE AT THE BASE. BOYS RESTROOM: ONE FAUCET IS LOOSE AT THE BASE. BOYS RESTROOM: ONE FAUCET IS LOOSE AT THE BASE. (REST ROOM IS LOCKED DURING SCHOOL HOURS) GIRLS RESTROOM: SINK IS LOOSE FROM THE WALL.
Safety (Fire Safety, Hazardous Materials)	X			801/ LIBRARY: EVACUATION MAP IS NOT POSTED. 302: EVACUTAION MAP IS NOT POSTED. 901: EXTERIOR FIRE SPRINKLER ESCUTCHEON IS MISSING. 914: PLUG IN AIR FRESHENER. 504: PLUG IN AIR FRESHENER. ADMIN: PLUG IN CANDLE WARMER. 601: IMPROPERLY STORED CLEANING SUPPLIES. BOYS RESTROOM (BLDG 10): PAINT IS PEELING ON HAND DRYER.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			PARKING LOTS: LARGE CRACKS ARE CREATING TRIP HAZARDS. PLAY COURTS: TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 504: DOOR DOESN'T SHUT PROPERLY. GIRLS RESTROOM: UNABLE TO GAIN ACCESS AS LOCK CYLINDER CAME OUT OF DOOR LOCK. (REST ROOM IS LOCKED DURING SCHOOL HOURS) 701: WATER IS SEEPING IN UNDERNEATH DOOR CREATING A SLIP HAZARD. BOYS RESTROOM: WEATHER STRIPPING IS BROKEN CREATING AN INJURY HAZARD.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Adelanto Elementary School District's schools that are in the Decile Ranks 1-3. Representatives from the San Bernardino County Superintendent of Schools visited the school on August 20, 2018.

The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. Results of the most recent inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" have already been fixed. All other deficiencies have had work orders generated for repairs.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/20/2018		
Area Inspected	**Category**	**Deficiency & Remedial Actions Taken or Planned**
Playground	Sinks/Fountains	Sink/fountain is leaking (Work order #29382)
Boys' Restroom Near Room 502	Restroom	Urinal is damaged, broken or clogged (Work order #29381)

Instructional Materials (School Year 2018-19)

The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption? K-8 (State)	% Lacking
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%
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%
K-5	Science	Houghton Mifflin	CA Science	2007	Yes	0.0%
K-5	Visual & Performing Arts	Not Applicable				

The district reviewed the materials and determined them to be aligned to state standards; however, the district is currently evaluating options for new history 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).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 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.

The first 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.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	9	10	22	24	21	26	48	48	50
Mathematics (Grades 3-8 and 11)	5	6	10	12	11	15	36	37	38
Science (Grades 5, 8, and 10)	33	--	--	30	--	--	54	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	207	205	99.03	22.44	204	97.14	9.8
Male	103	102	99.03	16.67	101	95.28	11.88
Female	104	103	99.04	28.16	103	99.04	7.77
Black or African American	64	63	98.44	17.46	62	95.38	4.84
Hispanic or Latino	101	100	99.01	23	100	99.01	11
White	17	17	100.00	29.41	17	89.47	11.76
Socioeconomically Disadvantaged	179	177	98.88	20.34	177	97.79	9.04
English Learners	40	40	100.00	22.5	40	100.00	7.5
Students with Disabilities	37	37	100.00	8.11	37	92.50	2.7

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 2017-18)

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 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.3%	12.1%	13.8%

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 2018-19)

Parents and the community are very supportive of the educational program at West Creek Elementary School. Parents are very active at the school site volunteering in the classrooms. West Creek Elementary School has local community partnerships with the Big5 Sporting Goods, Barnes & Noble, the Victorville Rotary Club, Sweet Frog, and Kona Ice.

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.

Discipline & Climate for Learning

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		
	15-16	16-17	17-18	15-16	16-17	17-18
School	10.91	5.00	5.51	0.00	0.00	0.00
District	5.58	5.53	6.44	0.01	0.02	0.08
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

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. 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 bulying 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 2018 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.

Staff Development

For the past three years, the district offered the following number of staff development days:

2015-16: 1
2016-17: 3
2017-18: 3

The district also utilizes weekly early student release days on Tuesdays to allow for teacher collaboration, staff meetings and additional professional development opportunities.

The following professional development topics were discussed during the 2017-18 school year:

• English Language Development (ELD) Curriculum
• Special Education English-Language Arts Curriculum
• Incorporating technology into classrooms with Google Classroom and Aapplications
• Restorative Justice Practices techniques for proactive behavior intervention
• Core subject areas with additional focus on standrads for literacy, history and social studies curriculum, PE curriculum

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.

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		
	16	17	18	16	17	18	16	17	18	16	17	18
By Grade Level												
K	22	21	19	1	2	2	2	2	2	-	-	-
1	20	26	22	1	-	-	3	2	2	-	-	-
2	23	20	24	-	1	-	1	1	3	-	-	-
3	26	27	25	-	-	-	3	3	3	-	-	-
4	29	24	29	-	-	-	2	2	2	-	-	-
5	28	25	21	-	1	1	3	2	2	-	-	-
6	24	-	-	1	-	-	3	-	-	-	-	-
Other	20	-	17	1	-	1	1	-	-	-	-	-

Counseling & Support Staff (School Year 2017-18)

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 counselor to pupil ratio is 1:403. 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
Bilingual Aide	1	0.5
Counselor	1	0.4
Health Aide	1	0.5
Library Media Aide	1	0.5
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.0
SDC Aide	8	8.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	1.0

District Revenue Sources (Fiscal Year 2017-18)

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

District Expenditures (Fiscal Year 2016-17)

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.

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.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

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	$8,848
From Supplemental/Restricted Sources	$2,940
From Basic/Unrestricted Sources	$5,908
District	
From Basic/Unrestricted Sources	$2,424
Percentage of Variation between School & District	143.7%
State	
From Basic/Unrestricted Sources	$7,125
Percentage of Variation between School & State	-17.1%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

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 2016-17	District	State
Beginning Teachers	$50,423	$50,084
Mid-Range Teachers	$75,556	$80,256
Highest Teachers	$106,278	$100,154
Elementary School Principals	$122,797	$125,899
Middle School Principals	$123,431	$130,255
High School Principals	-	$128,660
Superintendent	$218,296	$222,447
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	37.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2016-17)

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	$73,225
District	$78,737
Percentage of Variation	-7%
School & State	
All Elementary School Districts	$80,910
Percentage of Variation	-9.5%