



# Adelanto Elementary School District Gus Franklin Jr. School



## 2022-2023 School Accountability Report Card

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### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

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### DISTRICT INFORMATION

Adelanto Elementary School District  
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(760) 246-8691

### BOARD OF EDUCATION

La Shawn Love-French  
Stephanie Webster  
Miguel Soto Jr.  
Christine Turner  
Christina Bentz

### DISTRICT ADMINISTRATION

Michael Krause  
Superintendent  
Tasha Doizan, Ed.D.,  
Assistant Superintendent  
of Academic Services

### 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.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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).

### 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 STATEMENTS

#### DISTRICT MISSION STATEMENT

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

#### DISTRICT 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 PROFILE

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.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

<b>Enrollment by Student Group</b>	
<b>2022-23</b>	<b>Percentage</b>
Female	51.20
Male	48.80
Non-Binary	
American Indian or Alaska Native	0.20
Asian	1.30
Black or African American	15.80
Filipino	1.10
Hispanic or Latino	69.00
Native Hawaiian or Pacific Islander	0.90
White	6.70
Two or More Races	2.70
EL Students	11.80
Foster Youth	0.70
Homeless	0.70
Military	
Socioeconomically Disadvantaged	64.10
Migrant Education	
Students with Disabilities	11.70

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

<b>Enrollment by Grade Level</b>	
<b>2022-23</b>	<b>Count</b>
K	74
1st	74
2nd	99
3rd	99
4th	97
5th	106
Total	549

### CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CaSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

<b>Teacher Preparation and Placement</b>						
<b>2020-21</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	84.62	327.70	85.82	228,366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.69	4.00	1.05	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.69	13.10	3.45	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	3.00	12,115.80	4.41
Unknown	0.00	0.00	25.50	6.68	18,854.30	6.86
<b>Total Teaching Positions</b>	<b>26.00</b>	<b>100.00</b>	<b>381.90</b>	<b>100.00</b>	<b>274,759.10</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2021-22</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	88.00	314.50	85.23	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.00	4.10	1.13	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.00	24.80	6.72	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.40	2.83	11,953.10	4.28
Unknown	1.00	4.00	15.00	4.08	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>25.00</b>	<b>100.00</b>	<b>369.00</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

<b>Teachers Without Credentials and Misassignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Permits and Waivers	0.00	0.00
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.00</b>

<b>Credentialed Teachers Assigned Out-of-Field</b>		
	<b>2020-21</b>	<b>2021-22</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

<b>Class Assignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	0.00

#### SCHOOL FACILITIES

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

#### AGE AND CONDITION OF FACILITIES

Gus Franklin, Jr. STEM Academy is currently comprised of 34 classrooms, a library, a computer lab, a staff lounge, and a multi-purpose room/cafeteria.

#### IMPROVEMENTS TO FACILITIES

Since our last inspection in July 2023, there following facility improvements have been planned/completed:

- Addition of a new shade structure

#### 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 custodial supervisor 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 AND REPAIR

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

#### FACILITY INSPECTION MONITORING

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.

#### SAN BERNARDINO COUNTY WILLIAMS INSPECTION RESULTS

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. The county facilities inspection was completed on August 23, 2023. Results of the inspection conducted during the 2023-24 school year and corrective action taken by the district are provided below.

The following good repair deficiencies were observed:

##### Section 4. Interior Surfaces

- Multi-purpose Room: Ceiling tiles are missing (work order #43320) (District's plan to address: District will inspect the ceiling further to identify the cause of the issue and then will repair the ceiling tiles.)

##### Section 8. Restrooms

- 404: Stall doors or latches not functioning as designed (remedied 8/23/23)

**FACILITY INSPECTION RESULTS**

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

<b>2023-24 School Facility Inspection Summary</b>	
Date of Last Inspection:	7/12/2023
Data Collected:	July 2023
Overall Summary of School Facility Conditions:	Good

<b>School Facility Inspection Results</b>		
<b>Category</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	407: 4. Carpet badly stained (REMEDIED 8/1/23). 305: 4. Chip on Formica counter (REMEDIED 8/1/23). MPR LOUNGE: 4. Stained ceiling tile (REMEDIED 7/21/23). 311, 404: 4. Stained ceiling tiles (REMEDIED 7/21/23).
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	ADMIN: 7. 1 cracked electrical cover (REMEDIED 7/12/23). 101, 210, 304, 306, OFFICE WORKROOM, PRINCIPAL OFFICE, ADMIN: 7. 1 light out (REMEDIED 7/14/23). MPR: 7. 2 light fixtures out (WORK ORDER #43239). LIBRARY: 7. 4 can light out (REMEDIED 7/14/23). 211: 7. Wires exposed for IT (REMEDIED 8/1/23).
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	200 BOYS RESTROOM: 8. 3rd urinal spud leaking (REMEDIED 7/26/23). 400 BOYS RESTROOM: 9. Cracked sink (REMEDIED 8/2/23). 200 UNISEX RESTROOM: 9. Hot water side off (REMEDIED 7/12/23). 400 GIRLS RESTROOM: 9. Leaking sinks (REMEDIED 7/28/23). 402: 9. Loose push down button (REMEDIED 7/12/23). 300 BOYS RESTROOM: 9. Outside restroom drinking fountain low flow (REMEDIED 7/12/23).
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	400 BOYS RESTROOM: 12. Cracked wall tiles (REMEDIED 8/2/23).
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

**TEXTBOOKS**

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

<b>2023-24 Instructional Materials</b> <i>Data Collected: September 2023</i>			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK / Course: English/Language Arts / Publisher: Frogstreet / Series: TK Kit / Adoption: 2023	Yes (Local)	0
	Grades: TK / Course: English/Language Arts / Publisher: Learning Strategies, LLC / Series: Creative Curriculum / Adoption: 2023	Yes (Local)	0
	Grades: K-5th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2014	Yes (State)	0
	Grades: K-5th / Course: English Language Development / Publisher: McGraw-Hill / Series: California Wonders for English Learners / Adoption: 2016	Yes (State)	0
Mathematics	Grades: TK / Course: Mathematics / Publisher: Frogstreet / Series: TK Kit / Adoption: 2023	Yes (Local)	0
	Grades: TK / Course: Mathematics / Publisher: Learning Strategies, LLC / Series: Creative Curriculum / Adoption: 2023	Yes (Local)	0
	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Series: Go Math / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: TK / Course: History/Social Studies / Publisher: Frogstreet / Series: TK Kit / Adoption: 2023	Yes (Local)	0
	Grades: K-5th / Course: History/Social Studies / Publisher: McGraw-Hill / Series: IMPACT: CA Social Studies / Adoption: 2023	Yes (State)	0
Science	Grades: TK / Course: Science / Publisher: Frogstreet / Series: TK Kit / Adoption: 2023 Grades: K-5th / Course: Science / Publisher: Savvas Learning Company / Series: Elevate Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: K-5th / Course: Health / Publisher: Harcourt / Series: Health and Fitness / Adoption: 2005	Yes (State)	0

**PUPIL ACHIEVEMENT AND OUTCOMES**

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 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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

**ASSESSMENT RESULTS**

The 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).

<b>Assessment Results by Subject</b>						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	51	48	23	22	47	46
Mathematics (Grades 3-8 and 11)	37	32	11	11	33	34
Science (Grades 5, 8, and 10)	38	36	10	12	29	30

<b>Assessment Results by Student Group - English Language Arts</b>					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	298	290	97.32	2.68	48.28
Male	153	146	95.42	4.58	44.52
Female	145	144	99.31	0.69	52.08
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	49	46	93.88	6.12	43.48
Filipino	--	--	--	--	--
Hispanic or Latino	204	200	98.04	1.96	47.5
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	19	100	0	47.37
Two or More Races	13	12	92.31	7.69	58.33
EL Students	33	31	93.94	6.06	22.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	217	97.31	2.69	44.7
Migrant Education	0	0	0	0	0
Students with Disabilities	50	42	84	16	11.9

**Assessment Results by Student Group - Mathematics**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	298	290	97.32	2.68	31.72
Male	153	146	95.42	4.58	34.25
Female	145	144	99.31	0.69	29.17
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	204	200	98.04	1.96	30.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	19	100.00	0.00	31.58
Two or More Races	13	12	92.31	7.69	33.33
EL Students	33	31	93.94	6.06	9.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	217	97.31	2.69	27.19
Migrant Education	0	0	0	0	0
Students with Disabilities	50	42	84.00	16.00	7.14

**Assessment Results by Student Group - Science**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	103	98	95.15	4.85	35.71
Male	53	50	94.34	5.66	32.00
Female	50	48	96.00	4.00	39.58
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	36.36
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	82	96.47	3.53	34.15
Migrant Education	0	0	0	0	0
Students with Disabilities	22	17	77.27	22.73	11.76



**OTHER OUTCOMES**

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 ASSESSMENT**

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

<b>2022-23 Physical Fitness Test Participation</b>					
<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5th	100	100	100	100	100

**PARENT ENGAGEMENT**

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**

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

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

The School Site Council meets regularly, make recommendations for school activities such as Arts and Crafts, Physical Education, Health and Wellness, Academic Support as a parent and College Bound Parents.

## PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

## CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	578	569	139	24.4
Female	294	294	70	23.8
Male	284	275	69	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	7	7	1	14.3
Black or African American	90	89	20	22.5
Filipino	7	7	1	14.3
Hispanic or Latino	400	392	97	24.7
Native Hawaiian or Pacific Islander	5	5	3	60.0
White	38	38	7	18.4
Two or More Races	17	17	7	41.2
EL Students	70	68	14	20.6
Foster Youth	5	5	1	20.0
Homeless	4	4	2	50.0
Military	--	--	--	--
Socioeconomically Disadvantaged	382	377	101	26.8
Migrant Education	0	0	0	0.0
Students with Disabilities	91	88	32	36.4

**SCHOOL CLIMATE**

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

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

**SUSPENSIONS AND 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 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	0.00	4.40	4.50	0.00	0.00	0.00
District	0.02	6.71	8.07	0.00	0.01	0.01
State	0.20	3.17	3.60	0.00	0.07	0.08

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2022-23</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	4.50	0.00
Female	1.70	0.00
Male	7.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	5.88	0.00
EL Students	2.86	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	4.19	0.00
Migrant Education	0.00	0.00
Students with Disabilities	3.30	0.00

### SCHOOL SAFETY

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 2023 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.

### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

<b>2022-23 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	0

### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

\*Note: The category of Nurses includes Licensed Vocational Nurses (LVNs) in addition to Registered Nurses (RNs)

<b>Counseling and Support Staff</b>	
<b>2022-23</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	\$S+
Nurse	2.14
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

**CLASS SIZE DISTRIBUTION**

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.

\*Please note that the "Other" category may display data for multi-grade level classes.

<b>Class Size Distribution By Grade</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>
K	22	23	23				4	3	3			
1st	23	23	24				4	4	3			
2nd	23	22	23				4	4	4			
3rd	24	22	24				4	4	4			
4th	28	29	30				3	3	3			
5th	29	27	32				3	3	3			
Other	10	8	12	3	3	3						

**DISTRICT REVENUE SOURCES**

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

**SCHOOL AND DISTRICT EXPENDITURES**

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. 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>.

<b>2021-22 Expenditures per Pupil</b>	
School: Total Expenditures Per Pupil	\$ \$10,481.60
School: From Supplemental/Restricted Sources	\$ \$2,969.34
School: From Basic/Unrestricted Sources	\$ \$7,512.26
District: From Basic/Unrestricted Sources	\$ 3,090.14
Percentage of Variation between School & District	143.1 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-1.24 %

#### TEACHER AND ADMINISTRATIVE SALARIES

This 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 District's 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 CDE website.

<b>2021-22 Average Salary Information</b>		
	<b>District</b>	<b>State</b>
Beginning Teachers	\$ 55,800.00	\$ 54,215.36
Mid-Range Teachers	\$ 83,615.00	\$ 86,843.27
Highest Teachers	\$ 117,614.00	\$ 111,440.49
Elementary School Principals	\$ 133,239.00	\$ 140,851.44
Middle School Principals	\$ 153,025.00	\$ 147,064.90
High School Principals	\$ 0.00	\$ 142,189.00
Superintendent	\$ 231,000.00	\$ 252,465.94
Teacher Salaries	29.83 %	33.16 %
Administrative Salaries	4.91 %	5.15 %

#### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

<b>2021-22 Average Teacher Salary</b>	
School	\$ 96,791.12
District	\$ 92,164.00
Percentage of Variation between School & District	5.02 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	8.06 %

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

<b>Professional Development Days</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Number of Professional Development Days	90	90	90

#### 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 topics for continuous development and learning available to staff 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
- CPR/First Aid
- Culturally Relevant Teaching
- Custodial Equipment and Procedures
- DBQ Project
- 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

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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).