



Harold George Visual & Performing Arts School

10650 Bartlett Ave • Adelanto, CA 92301 • (760) 246-8231



Adelanto Elementary School District

Carol Coburn, Principal

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2016-2017 School Accountability Report Card

Published in the 2017-2018 School Year

Serving Grades
Kindergarten through Eight
CDS: 36 67587 6106694

District Administration

Dr. Amy Nguyen-Hernandez
Superintendent
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Ajay Mohindra
Chief Business Officer

Andrea Credille
Chief Personnel Officer

Dr. Fal Asrani
Chief Academic Officer

Board of Education

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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).

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 2017-18)

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.

School Enrollment & Attendance (School Year 2016-17)

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	
2016-17	
	Percentage
Black or African American	9.6%
American Indian or Alaska Native	0.4%
Asian	0.6%
Filipino	0.4%
Hispanic or Latino	78.9%
Native Hawaiian or Pacific Islander	0.7%
White	6.5%
Two or More Races	1.1%
EL Students	30.0%
Socioeconomically Disadvantaged	60.5%
Students with Disabilities	7.5%
Foster Youth	0.9%

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	80	107	78
1st	81	81	78
2nd	84	81	78
3rd	85	80	76
4th	82	89	89
5th	59	86	90
6th	59	60	89
7th	55	60	59
8th	63	60	60

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	22	26	30	375
Without Full Credentials	1	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

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		
	15-16	16-17	17-18
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	4	0	0

School Facilities (School Year 2017-18)

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

George Visual & Performing Arts Magnet School was originally constructed in 1952, and it has been moved to a brand new facility, which is currently comprised of 35 classrooms, a library, 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

George Visual & Performing Arts Magnet 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 2017.

School Facility Conditions

Date of Last Inspection: 10/14/2017

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			101- CEILING TILES HAVE WATER STAINS. Remedied on: 1/25/18.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)		X		BOYS RESTROOM- HALLWAY DRINKING FOUNTAIN BASIN IS FILTHY. Remedied on: 11/14/17. 102, 203, 302, 304, 305, 401, 403, 406, 407, 303, 307, 311, WORKROOM- UNSECURED ITEMS ARE STORED TOO HIGH. Remedied on: 11/17/17.
Electrical		X		BOYS RESTROOM, GIRLS RESTROOM, BOYS RESTROOM, GIRLS RESTROOM- EXHAUST FAN IS NOT WORKING. Remedied on: 11/14/17 . LIBRARY- SMALL LIGHT BALLAST IS OUT. WO# 27592, Remedied on: 1/24/18. GIRLS RESTROOM, BOYS RESTROOM- TWO LIGHT BALLASTS ARE BAD. EXHAUST FAN IS NOT WORKING. Remedied on: 12/18/17.
Restrooms/Fountains	X			BOYS RESTROOM- ALL FOUR FAUCETS ARE LOOSE AT THE BASE. Remedied on: 12/18/17. STAFF UNISEX RESTROOM- BOTH FAUCET HANDLES ARE BROKEN. Remedied on: 12/19/17. 309- DRINKING FOUNTAIN HANDLE IS BROKEN. Remedied on: 12/19/17. 208- FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. Remedied on: 12/19/17. STAFF UNISEX RESTROOM, STAFF UNISEX RESTROOM- FAUCET HANDLE IS BROKEN. Remedied on: 12/19/17. GIRLS RESTROOM- HALLWAY FAUCET HAS A LOW FLOW. ONE FAUCET HAS A LOW FLOW. Remedied on: 12/19/17. BOYS RESTROOM- THREE FAUCETS ARE LOOSE AT THE BASE. Remedied on: 12/19/17. 101- TWO FAUCETS HAVE A LOW FLOW. ONE FAUCET IS LOOSE AT THE BASE. Remedied on: 12/20/17. BOYS RESTROOM- ALL FAUCETS ARE LOOSE AT THE BASE. ONE FAUCET HAS A LOW FLOW. HALLWAY DRINKING FOUNTAIN HAS NO FLOW. Remedied on: 12/20/17.
Safety (Fire Safety, Hazardous Materials)	X			211- ACCESS TO FIRE EXTINGUISHER IS BLOCKED. Remedied on: 12/20/17. KITCHEN- PLUG IN AIR FRESHENER IN RR. Remedied on: 12/20/17. 206, 208, 303, 307, 311- PLUG IN AIR FRESHENER. Remedied on: 12/20/17.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			PARKING LOTS- LARGE CRACKS CREATING TRIP HAZARDS. WO#: 27787.

Textbooks & Instructional Materials (School Year 2017-18)

Adelanto Elementary School District held a public hearing on October 24, 2017 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 2017 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)	% Lacking
K-6	English/Language Arts	Houghton Mifflin/Harcourt	Reading Wonders	2014	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	Collections	2014	Yes	0.0%
K-5	English Language Development	McGraw-Hill	California Wonders for English Learners	2016	Yes	0.0%
6th-8th	English Language Development	Houghton Mifflin Harcourt	English 3D	2017	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
6th-8th	Health	Holt	Decisions for Health	2005	Yes	0.0%
7th	History/Social Studies	McDougal Littell	Medieval and Early Modern Times	2006	Yes	0.0%
8th	History/Social Studies	McDougal Littell	Creating America, A History of the U.S.	2006	Yes	0.0%
6th	History/Social Studies	McDougal Littell	Ancient Civilizations	2006	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	Yes	0.0%
K-8	Mathematics	Houghton Mifflin/Harcourt	Go Math	2014	Yes	0.0%
K-6	Science	Houghton Mifflin	CA Science	2006	Yes	0.0%
7th-8th	Science	Prentice Hall	Focus On	2007	Yes	0.0%
K-8th	Visual & Performing Arts		Not Applicable			

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 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 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 the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	43	43	--	24	21	--	48	48
Mathematics (Grades 3-8 and 11)	--	22	26	--	12	11	--	36	37
Science (Grades 5, 8, and 10)	49	53	--	32	30	--	56	54	--

The following 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							
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	468	465	99.36	43.23	466	99.57	25.75
Male	205	203	99.02	40.89	203	99.02	28.57
Female	263	262	99.62	45.04	263	100.00	23.57
Black or African American	41	41	100.00	39.02	41	100.00	14.63
Hispanic or Latino	383	381	99.48	41.99	382	99.74	24.35
White	24	24	100.00	54.17	24	100.00	41.67
Socioeconomically Disadvantaged	290	287	98.97	38.68	288	99.31	21.88
English Learners	214	213	99.53	35.68	214	100.00	16.82
Students with Disabilities	39	39	100.00	7.69	39	100.00	7.69

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 2016-17)

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			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.6%	26.1%	22.7%
7	18.3%	20.0%	36.7%

**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.

Contact Information

Parents who wish to participate in George Visual & Performing Arts Magnet School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 246-8231.

Parent & Community Involvement (School Year 2017-18)

Parents and community are very supportive of the educational program at George Visual and Performing Arts Magnet and Middle School. Parents are very active at the school, participating in the PTSA, Fall Festival, Book Fairs, Fundraisers, Special Events, student performances, as well as volunteer opportunities within the classroom. The school maintains an open-door policy with all students, parents, and community members. Parents are kept informed of school activities through the monthly school calendar, handouts, classroom newsletters, monthly Coffee with the Principal meetings, the school's website, phone blasts, and AESD app reminders.

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.99	3.91	1.62	0.00	0.00	0.00
District	5.33	5.58	5.53	0.00	0.01	0.02
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern at George Visual & Performing Arts School. 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. George Visual & Performing Arts School reviews the plan annually and updates it as needed. The plan was last updated in December 2017 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.

Professional Development

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

2014-15: 0
2015-16: 1
2016-17: 3

The district also utilized 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 2016-17 school year:

- Smarter Balanced Assessment Consortium Testing (SBAC)
- Positive Behavioral Interventions and Supports (PBIS)
- Effectively assisting students with disruptive behaviors
- Advancement Via Individual Determination (AVID)
- Compass - districtwide math intervention program
- Core subject areas with additional focus on math engagement strategies and student writing development
- Incorporating technology into classrooms with programs such as Google Classroom, Aeries gradebook and Renaissance Learning programs
- Special Education, Speech-Language Pathology, Occupational Therapy, Individualized Education Programs and Plans, 504 plans

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.

Federal Intervention Program (School Year 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	In PI	In PI
First Year in PI	2011-2012	2006-2007
Year in PI	Year 3	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	0.0%

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					
	15	16	17	15	16	17	15	16	17			
By Grade Level												
K	27	27	26	-	-	-	3	4	3	-	-	-
1	27	27	26	-	-	-	3	3	3	-	-	-
2	28	27	26	-	-	-	3	3	3	-	-	-
3	28	27	25	-	-	-	3	3	3	-	-	-
4	27	30	30	-	-	-	3	3	3	-	-	-
5	30	29	30	-	-	-	2	3	3	-	-	-
By Subject Area												
English	30	30	30	-	-	-	4	4	4	-	-	-
Mathematics	30	30	30	-	-	-	4	4	4	-	-	-
Science	30	30	30	-	-	-	4	4	4	-	-	-
Social Science	30	30	30	-	-	-	4	4	4	-	-	-

Counseling & Support Staff (School Year 2016-17)

It is the goal of the Adelanto Elementary School District to assist students in their social and personal development as well as academics. Each school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Health Aide	1	1.0
Librarian	1	1.0
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Aide	3	1.5
Speech and Language Specialist	1	As Needed

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.

District Revenue Sources (Fiscal Year 2016-17)

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 2015-16)

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.

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

Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,309
From Supplemental/Restricted Sources	\$282
From Basic/Unrestricted Sources	\$5,027
District	
From Basic/Unrestricted Sources	\$2,030
Percentage of Variation between School & District	147.6%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-23.5%

Teacher & Administrative Salaries (Fiscal Year 2015-16)

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 2015-16		
	District	State
Beginning Teachers	\$48,022	\$48,678
Mid-Range Teachers	\$71,958	\$78,254
Highest Teachers	\$101,217	\$96,372
Elementary School Principals	\$130,936	\$122,364
Middle School Principals	\$137,290	\$125,958
High School Principals	-	\$126,758
Superintendent	\$211,896	\$212,818
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	38.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$73,266
District	\$76,061
Percentage of Variation	-3.7%
School & State	
All Elementary School Districts	\$78,363
Percentage of Variation	-6.5%