Adelanto Elementary
Eagle Ranch Elementary School
2023-2024 School Accountability Report Card

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SCHOOL INFORMATION
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BOARD OF EDUCATION
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Julie Gonzales,
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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.

- 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.

COMMUNITY 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.

Enrollment by Student Group	
2023-24	**Percentage**
Female	50.70
Male	49.30
Non-Binary	
American Indian or Alaska Native	0.20
Asian	1.30
Black or African American	14.10
Filipino	1.20
Hispanic or Latino	69.00
Native Hawaiian or Pacific Islander	0.20
White	7.90
Two or More Races	3.50
EL Students	12.70
Foster Youth	3.10
Homeless	2.10
Military	
Socioeconomically Disadvantaged	72.40
Migrant Education	
Students with Disabilities	14.80

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	**Count**
K	92
1st	78
2nd	81
3rd	95
4th	82
5th	91
Total	519

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 (CalSAAS). 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.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	100.00	327.70	85.82	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	1.05	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	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
Total Teaching Positions	27.00	100.00	381.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	95.74	314.50	85.23	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.13	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	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	4.26	15.00	4.08	15,831.90	5.67
Total Teaching Positions	23.50	100.00	369.00	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	91.49	301.30	80.10	231,142.40	83.24
Intern Credential Holders Properly Assigned	1.00	4.26	4.90	1.32	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.60	7.07	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.10	2.17	11,746.90	4.23
Unknown	1.00	4.26	35.10	9.33	14,303.80	5.15
Total Teaching Positions	23.50	100.00	376.10	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	**2021-22**	**2022-23**
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	**2021-22**	**2022-23**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2020-21	**2021-22**	**2022-23**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0.00	0.00

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

AGE AND CONDITION OF FACILITIES
Eagle Ranch Elementary School was first built in 1990 and is currently comprised of 43 permanent classrooms, a library, a staff lounge, a multi-purpose room/cafeteria, two grass playgrounds and one hard-top play area. A new computer lab was added in the summer of 2014.

IMPROVEMENTS TO FACILITIES
Since our last inspection in July 2024, there following facility improvements have been planned:
- Addition of two new shade structures
- Addition of new sealing coat and re-striping of parking lot
- Replaced defective PIP in kinder
- Added a new Marquee onto office
- Added new NFPA stage Drapes
- Added new roller shades to the portable classrooms

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 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
Eagle Ranch 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.

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.

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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	07/23/24
Data Collected:	July 2024
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	POOR	OFFICE UNISEX RESTROOM, OFFICE UNISEX RESTROOM: 4. CHANGE SOAP DISPENSER TO A NEW ONE REMEDIED 7/25/24 202, 203, 601, 602: 4. NEED NEW CARPET WORK ORDER #43958 600 WORKROOM: 4. FIX WALLPAPER BY BATHROOM DOOR REMEDIED 7/26/24 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 5 IT/STORAGE: 4. NEED NEW CARPET WORK ORDER #43958 3: 4. FIX WALLPAPER BY BACK WALL REMEDIED 7/24/24 10: 4. FIX WALLPAPER REMEDIED 7/25/24 13: 4. FIX WALLPAPER REMEDIED 8/1/24 14: 4. FIX BASEBOARD REMEDIED 7/24/24 26: 4. HOLE IN THE WALL REMEDIED 7/24/24 24: 4. FIX WHITEBOARD REMEDIED 7/24/24 11: 4. STAINED CEILING TILES REMEDIED 7/24/24 PORTABLE BOYS RESTROOMS: 4. CEILING TILE BROKEN REMEDIED 7/30/24
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	MPR: 7. MULTIPLE LIGHTS OUT REMEDIED 7/29/24 601: 7. 1 LIGHT OUT REMEDIED 7/24/24
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	FAIR	MPR GIRLS RESTROOM: 8. 2ND STALL NEEDS A NE VACUUM BREAKER REMEDIED 7/29/24 600 BOYS RESTROOM: 8. 1ST & 2ND STALLS NEED NEW SPUDS REMEDIED 8/2/24, 6TH URINAL LEAKS FROM SEAL REMEDIED 8/2/24 MPR BOYS RESTROOM: 9. CHECK WATER PRESSURE REMEDIED 7/31/24 600 GIRLS RESTROOM: 9. 3RD SINK NO WATER REMEDIED 7/25/24, 4TH SINK WATER STAYS ON REMEDIED 7/25/24, 6TH SINK LOW WATER PRESSURE REMEDIED 7/25/24 5 IT/STORAGE: 9. LOW WATER PRESSURE ON DRINKING FOUNTAIN REMEDIED 7/24/24 13: 9. DRINKING FOUNTAIN OUTSIDE CLASSROOM REMEDIED 7/30/24 17: 9. LOOSE CAP AND ADJUST WATER PRESSURE REMEDIED 7/26/24 20: 9. LOW WATER PRESSURE REMEDIED 7/30/24
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	PLAY COURTS: 14. NEW BASKETBALL HOOPS REMEDIED 8/8/24

TEXTBOOKS

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

2024-25 Instructional Materials *Information Collected: September 2024*			
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: 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: 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: McGraw-Hill / Series: IMPACT: CA Social Studies / 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: Savvas Learning Company / Series: Elevate Science / Adoption: 2022	Yes (Local)	0
	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).

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	25	22	23	23	22	22	47	46	47
Mathematics (Grades 3-8 and 11)	13	14	14	11	11	12	33	34	35
Science (Grades 5, 8, and 10)	13	21	20	10	12	12	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	262	260	99.24	0.76	22.69
Male	124	124	100.00	0.00	23.39
Female	138	136	98.55	1.45	22.06
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	35	34	97.14	2.86	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	186	185	99.46	0.54	23.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	17	17	100.00	0.00	35.29
Two or More Races	21	21	100.00	0.00	14.29
EL Students	40	40	100.00	0.00	7.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	203	99.02	0.98	22.17
Migrant Education	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	4.35

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	261	259	99.23	0.77	13.51
Male	123	123	100.00	0.00	17.89
Female	138	136	98.55	1.45	9.56
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	186	185	99.46	0.54	12.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	17	17	100.00	0.00	23.53
Two or More Races	20	20	100.00	0.00	15.00
EL Students	40	40	100.00	0.00	7.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	202	99.02	0.98	12.87
Migrant Education	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	2.17

Assessment Results by Student Group - Science					
2023-24	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	91	90	98.90	1.10	18.89
Male	43	43	100.00	0.00	23.26
Female	48	47	97.92	2.08	14.89
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	19.72
Migrant Education	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

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/.

2023-24 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
5th	100	100	100	100	100

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.

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	597	555	223	40.2
Female	297	278	96	34.5
Male	300	277	127	45.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	94	83	48	57.8
Filipino	--	--	--	--
Hispanic or Latino	400	377	146	38.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	42	10	23.8
Two or More Races	23	21	8	38.1
EL Students	76	71	19	26.8
Foster Youth	23	18	9	50.0
Homeless	20	15	7	46.7
Military	--	--	--	--
Socioeconomically Disadvantaged	457	423	192	45.4
Migrant Education	--	--	--	--
Students with Disabilities	101	97	41	42.3

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
Parents and the community are very supportive of the educational program at Eagle Ranch Elementary School. Parents are very active at the school site, participating in Back-To-School Night, Open House, Parent Teacher conferences, Parent Teacher Association (PTA), School Site Council, English Language Advisory Council (ELAC), Book Fair, Reading Fair, and awards assemblies. The school maintains an open-door policy with all parents of Eagle Ranch Elementary School students. Parents are kept informed of school activities through the school and classroom newsletters, Edulink phone service, and the school website.

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.

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 2024 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.

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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	1.00	3.80	5.19	0.00	0.00	0.00
District	6.71	8.07	7.19	0.01	0.01	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	5.19	0.00
Female	2.02	0.00
Male	8.33	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	13.83	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.22	0.00
Two or More Races	8.70	0.00
EL Students	5.26	0.00
Foster Youth	8.70	0.00
Homeless	5.00	0.00
Military	--	--
Socioeconomically Disadvantaged	5.03	0.00
Migrant Education	0.00	0.00
Students with Disabilities	8.91	0.00

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.

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.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	24	24	24		0		3	3	2		0	
1st	24	23	24		0		3	3	3		0	
2nd	24	24	24		0		3	3	3		0	
3rd	21	23	24	1	0		2	3	3		0	
4th	27	28	27		0		3	3	3		0	
5th	28	30	27		0		3	3	3		0	
Other	18	18	18	2	2	2	2	2	2		0	

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
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.

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	.5
Nurse	1.14
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

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.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 11,176.68
School: From Supplemental/Restricted Sources	$ 3,252.20
School: From Basic/Unrestricted Sources	$ 7,924.48
District: From Basic/Unrestricted Sources	$ 3,611.17
Percentage of Variation between School & District	119.44 %
State: From Basic/Unrestricted Sources	$ 10,770.62
Percentage of Variation between School & State	-26.43 %

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.

2022-23 Average Salary Information	District	State
Beginning Teachers	$ 62,496.00	$ 58,552.87
Mid-Range Teachers	$ 93,649.00	$ 93,923.91
Highest Teachers	$ 131,728.00	$ 119,489.34
Elementary School Principals	$ 134,100.00	$ 149,898.11
Middle School Principals	$ 153,025.00	$ 157,110.85
High School Principals	$ 0.00	$ 151,698.00
Superintendent	$ 231,000.00	$ 270,431.60
Teacher Salaries	31.26 %	31.93 %
Administrative Salaries	5.35 %	5.62 %

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.

2022-23 Average Teacher Salary	
School	$ 113,693.68
District	$ 102,923.00
Percentage of Variation between School & District	10.46 %
All Similar School Districts	$ 96,325.00
Percentage of Variation between School & State	18.03 %

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

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	90	90	83

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.