Adelanto Elementary School District
Melva Davis Academy of Excellence
2024-2025 School Accountability Report Card

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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 an LCAP is to be consistent with data reported in the SARC.
- Visit the California Department of Education (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	
2024-25	**Percentage**
Female	49.80
Male	50.20
Non-Binary	
American Indian or Alaska Native	0.50
Asian	1.10
Black or African American	10.40
Filipino	0.70
Hispanic or Latino	75.50
Native Hawaiian or Pacific Islander	0.40
White	4.60
Two or More Races	3.10
EL Students	12.60
Foster Youth	0.50
Homeless	0.50
Military	
Socioeconomically Disadvantaged	60.10
Migrant Education	
Students with Disabilities	15.80

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

Enrollment by Grade Level	
2024-25	**Count**
6th	291
7th	293
8th	249
Total	833

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						
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)	35.70	84.62	314.50	85.23	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.37	4.10	1.13	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	8.41	24.80	6.72	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.42	10.40	2.83	11,953.10	4.28
Unknown	1.30	3.13	15.00	4.08	15,831.90	5.67
Total Teaching Positions	42.20	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)	39.00	90.88	301.30	80.10	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	4.90	1.32	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	3.86	26.60	7.07	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.16	8.10	2.17	11,746.90	4.23
Unknown	1.70	4.07	35.10	9.33	14,303.80	5.15
Total Teaching Positions	43.00	100.00	376.10	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.20	81.26	293.30	74.40	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.50	1.15	12.90	3.28	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.90	11.36	32.10	8.16	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	1.68	14.00	3.56	12,112.80	4.34
Unknown	1.90	4.49	41.70	10.59	13,705.80	4.91
Total Teaching Positions	43.30	100.00	394.20	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	**2022-23**	**2023-24**
Permits and Waivers	0.00	0.00	0.00
Misassignments	3.50	1.60	4.90
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.50	1.60	4.90

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50	0.00
Local Assignment Options	0.60	0.00	0.70
Total Out-of-Field Teachers	0.60	0.50	0.70

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.60	6.00	16.80
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

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

2025-26 Instructional Materials *Information Collected: September 2025*			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption ?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 6th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2014 Grades: 7th-8th / Course: English/Language Arts / Publisher: Houghton Mifflin/Harcourt / Series: Collections / Adoption: 2014 Grades: 6th-8th / Course: English Language Development / Publisher: Houghton Mifflin Harcourt / Series: English 3D / Adoption: 2018	Yes (State) Yes (State) Yes (State)	0 0 0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Series: Go Math / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 6th-8th / Course: History/Social Studies / Publisher: McGraw-Hill / Series: IMPACT: CA Social Studies / Adoption: 2023 Grades: 6th-8th / Course: Dual Immersion Spanish/History/Social Studies / Publisher: McGraw-Hill / Series: IMPACTO: CA Social Studies / Adoption: 2023	Yes (State) Yes (State)	0 0
Science	Grades: 6th-8th / Course: Science / Publisher: Savvas Learning Company / Series: Elevate Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Foreign Language / Publisher: McGraw-Hill / Series: Como Te Va / Adoption: 2005	Yes (Local)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 6th-8th / Course: Health / Publisher: Holt / Series: Decisions for Health / Adoption: 2005	Yes (Local)	0

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
Melva Davis Academy of Excellence was originally constructed in 2013 and is comprised of 57 classrooms, a gym, a multipurpose room/cafeteria, a library, four staff lounges, two computer labs, and a quad area.

IMPROVEMENTS TO FACILITIES
Since our last inspection in July 2025, there following facility improvements have been planned/completed:
- Addition of a new shade structure
- Addition of new sealing coat and re-striping of parent pickup/drop off area, and bus lane
- New LED lights for Gym
- New irrigation boost pump
- Addition of a new Marquee on the gym

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 campus securty assistants 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. In addition to campus security assistants, teachers are at their doors during passing periods to ensure appropriate behavior during all non-structured time. 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 four 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. All classrooms are sanitized daily.

MAINTENANCE AND REPAIR
Melva Davis Academy of Excellence 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 20, 2025. There were no deficiencies reported during the 2025-26 school year's inspection.

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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	07/21/2025
Data Collected:	JULY 2025
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	GOOD	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	601: 7. 2 BROKEN OUTLET COVERS. 604, 605, 606/ STAFF LOUNGE, MPR: 7. CRACKED OUTLET COVER. 419, 800A MENS STAFF RESTROOM: 7. LIGHT OUT. 510: 7. OUTLET COVER CRACKED. CHORAL: 7. OUTLET COVER MISSING SCREW.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	GIRLS RESTROOM: 8. 1ST & 4TH STALL LEAKING FROM SPUD. 800A BOYS RESTROOM: 8. LEAKING FROM HANDLE IN BIG STALL. 800D BOYS RESTROOM: 8. SPUD LEAKING BIG STALL. PLAY COURTS: 9. DRINKING FOUNTAIN BY OFFICE PLEASE ADJUST WATER FLOW. 512: 9. WATER PRESSURE IN THE BIG SINK IS TOO LOW.
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	PLAY COURTS: 14. FIX BASKETBALL NETS ON OUTSIDE COURTS.

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.https://caaspp-elpac.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	37	36	40	22	22	24	46	47	48
Mathematics (Grades 3-8 and 11)	18	21	25	11	12	15	34	35	37
Science (Grades 5, 8, and 10)	19	20	20	12	12	14	30	31	32

Assessment Results by Student Group English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	822	815	99.15	0.85	40.25
Male	408	404	99.02	0.98	39.11
Female	414	411	99.28	0.72	41.36
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	87	84	96.55	3.45	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	620	617	99.52	0.48	39.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	54.05
Two or More Races	55	54	98.18	1.82	38.89
EL Students	98	98	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	504	499	99.01	0.99	37.27
Migrant Education	0	0	0	0	0
Students with Disabilities	136	132	97.06	2.94	9.09

Assessment Results by Student Group Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	823	816	99.15	0.85	24.51
Male	408	404	99.02	0.98	28.96
Female	415	412	99.28	0.72	20.15
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	621	618	99.52	0.48	22.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	43.24
Two or More Races	55	54	98.18	1.82	18.52
EL Students	98	98	100.00	0.00	4.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	504	499	99.01	0.99	23.85
Migrant Education	0	0	0	0	0
Students with Disabilities	136	132	97.06	2.94	1.52

Assessment Results by Student Group Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	244	242	99.18	0.82	20.25
Male	125	124	99.20	0.80	22.58
Female	119	118	99.16	0.84	17.80
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	192	190	98.96	1.04	19.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	28.57
Two or More Races	15	15	100.00	0.00	26.67
EL Students	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	145	99.32	0.68	22.76
Migrant Education	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	5.88

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/.

2024-25 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**
7th	99	99	99	99	99

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)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	854	848	131	15.4
Female	427	424	60	14.2
Male	427	424	71	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	91	90	15	16.7
Filipino	--	--	--	--
Hispanic or Latino	641	637	96	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	6	15.0
Two or More Races	27	27	6	22.2
EL Students	112	112	13	11.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	529	523	97	18.5
Migrant Education	--	--	--	--
Students with Disabilities	144	142	36	25.4

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 are encouraged to get involved in Melva Davis Academy of Excellence's learning community by volunteering their time, attending school events or sharing in the decision-making process. Parent representation is an integral component of the School Site Council, and the English Learner Advisory Council. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive and effective learning environment. In addition to our compliance committees, parents are encouraged to participate in our Back to School Night, parent-teacher conferences, and monthly Coffee with the Principal. Melva Davis Academy of Excellence provides a broad range of activities and events to support the learning process in and above the classroom environment. Throughout the year staff encourage parents to attend athletic events, parent meetings, student performances, and award celebrations.

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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	3.55	1.44	2.46	0.00	0.00	0.00
District	8.07	7.19	7.32	0.01	0.01	0.01
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.70	0.00
Male	4.22	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	3.30	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	5.00	0.00
Two or More Races	3.70	0.00
EL Students	5.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	2.46	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.08	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.

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	278

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	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	2.29
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.57
Social Worker	0.07
Nurse	0.14
Speech/Language/Hearing Specialist	0.43
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.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	23	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**
6th	15	15	14	85	88	97	42	39	38	5	4	6
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	23	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**
English	16	17	17	34	36	24	14	10	9	0	4	1
Mathematics	17	16	16	16	22	19	14	7	12	0	2	0
Science	16	16	17	19	19	19	14	11	9	0	2	3
Social Science	16	18	17	22	21	19	11	9	11	0	2	2

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.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 13,289.05
School: From Supplemental/Restricted Sources	$ 4,664.31
School: From Basic/Unrestricted Sources	$ 8,624.74
District: From Basic/Unrestricted Sources	$ 2,817.27
Percentage of Variation between School & District	206.14 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-22.62 %

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.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 62,496.00	$ 61,596.88
Mid-Range Teachers	$ 93,649.00	$ 98,902.37
Highest Teachers	$ 131,728.00	$ 126,339.83
Elementary School Principals	$ 153,388.00	$ 158,382.71
Middle School Principals	$ 159,388.00	$ 165,207.00
High School Principals	$ 0.00	$ 162,237.00
Superintendent	$ 254,678.00	$ 288,331.69
Teacher Salaries	30.26 %	31.29 %
Administrative Salaries	5.06 %	5.38 %

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.

2023-24 Average Teacher Salary	
School	$ 99,667.74
District	$ 103,070.00
Percentage of Variation between School & District	-3.30 %
All Similar School Districts	$ 101,700.00
Percentage of Variation between School & State	-2.00 %

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.

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 (AVID)
- Analyzing Student Data and Creating Action Plans
- Bullying
- Canva
- Child Nutrition
- Classroom Management
- Clever
- Core Subject Curriculum and Teaching: Math, Writing, Vocabulary Development
- CPR/First Aid
- Culturally Relevant Teaching
- Custodial Equipment and Procedures
- Desired Results Developmental Profile (DRDP)
- Drugs of Abuse - Administrator and Manager Training
- English Language Development (ELD)
- Frogstreet Curriculum for Transitional Kindergarten
- Google Classroom
- Heat and Wellness Prevention
- Instructional Strategies: Cooperative Learning, Project Based Learning
- iReady
- Leadership
- Learning Genie
- Multi-tiered Systems of Support (MTSS)
- New Teachership
- Paraprofessional Responsibilities and Procedures
- Positive Behavior Interventions and Supports (PBIS)
- Professional Learning Communities (PLC)
- Professional Standards
- Project Lead The Way
- Records Training
- Response to Intervention
- School Safety
- School Plan for Student Achievement (SPSA)
- Secretary/Clerk Responsibilities and Procedures
-Slips, Trips, and Falls
- SMART Goals
- Social Emotional Learning: Generation Wellness
- Special Education
- Student Success Team
- Technology Training
- Thinking Maps
-Trauma Informed
- Trust Based Relational Intervention TBRI

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			
	2023-24	2024-25	2025-26
Number of Professional Development Days	90	83	83