



Adelanto Elementary School District

Theodore Vick

Elementary School

2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

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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 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	47.00
Male	53.00
Non-Binary	
American Indian or Alaska Native	
Asian	1.80
Black or African American	14.20
Filipino	0.20
Hispanic or Latino	71.50
Native Hawaiian or Pacific Islander	0.40
White	4.00
Two or More Races	3.60
EL Students	20.90
Foster Youth	3.60
Homeless	1.40
Military	
Socioeconomically Disadvantaged	73.10
Migrant Education	
Students with Disabilities	12.10

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	87
1st	70
2nd	82
3rd	86
4th	75
5th	94
Total	494

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)	19.00	92.68	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)	1.50	7.32	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	0.00	0.00	15.00	4.08	15,831.90	5.67
Total Teaching Positions	20.50	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)	16.50	75.00	301.30	80.10	231,142.40	83.24
Intern Credential Holders Properly Assigned	1.00	4.55	4.90	1.32	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	11.36	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	2.00	9.09	35.10	9.33	14,303.80	5.15
Total Teaching Positions	22.00	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)	18.50	78.72	293.30	74.40	230,039.40	82.47
Intern Credential Holders Properly Assigned	2.00	8.51	12.90	3.28	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.51	32.10	8.16	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	3.56	12,112.80	4.34
Unknown	1.00	4.26	41.70	10.59	13,705.80	4.91
Total Teaching Positions	23.50	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	1.00	1.00
Misassignments	1.50	1.50	1.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	2.50	2.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
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			
	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)	11.10	5.00	4.50
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: 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 (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

Constructed in 2004, Theodore Vick Elementary School is one of the newest in the district. The school opened for students during the 2004-05 school year. The campus is comprised of 33 classrooms, staff workroom, a multi-purpose room/cafeteria/gymnasium, and two playgrounds.

IMPROVEMENTS TO FACILITIES

Since our last inspection in July 2025, the following facility improvements have been planned/completed:

- Whole campus has been retrofitted with LED Lighting
- New Lunch Tables and Benches in Cafeteria
- Addition of two new shade structures
- Addition of new sealing coat and re-striping of parking lot and playground
- Addition of PIP surfacing for the playground and kinder playground
- New carpet installation in main office, 700 wing, and 800 wing, 400 building
- New irrigation boost pump & new drinking fountain
- Addition of new NFPA stage drapes

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 proctors 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 and one part time custodian 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

Theodore Vick 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.

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 January 28, 2026. Results of the inspection conducted during the 2025-26 school year and corrective action taken by the district are provided.

The following good repair deficiencies were observed:

Section 11. Hazardous Materials

- Grounds (1): Paint is peeling, chipping, or cracking (work order #50115)

Section 14. Playground/School Grounds

- Grounds (1): Overgrown vegetation poses a trip/safety hazard (work order #50117)
- Grounds (1): Significant cracks, trip hazards, holes or deterioration (work order #50116)

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:	07/22/2025
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	FAIR	809: 4. FIX HAND SANITIZER DISPENSER. 600 GIRLS RESTROOM: 4. FIX HATCH IN CEILING. 501, 502, 503, 601, 602, 603, 906, 908, 909, 405/LIBRARY, 406/MEDIA: 4. REPLACE CARPET. 709: 4. STAINED CEILING TILE.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	ADMIN: 7. BROKEN OUTLE COVER UNDERNEATH FRONT COUNTER. 801, 410 & KITCHEN, MPR: 7. BROKEN OUTLET COVER. 305: 7. OUTSIDE BROKEN OUTLET COVER.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	500 BOYS RESTROOM: 8. 1ST URINAL NOT WORKING. 600 BOYS RESTROOM: 8. 6TH URINAL LEAKING FROM GASKET. BOYS RESTROOM MPR: 8. BIG STALL SPUD LEAKING. UNISEX RESTROOM 1 (ADMIN): 8. WOMENS RESTROOM VACUUM BREAKER LEAKING. 304, 305: 9. LOOSE FAUCET CAP. 500 GIRLS RESTROOM: 9. TIGHTEN SINK.
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	PLAYGROUNDS: 14. BIG PLAYGROUND SWING MISSING & LOOSE ACTIVITY BOARD. 903 (IT STORAGE): 15. FIX DOOR HANDLE.

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.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)	19	19	18	22	22	24	46	47	48
Mathematics (Grades 3-8 and 11)	10	16	19	11	12	15	34	35	37
Science (Grades 5, 8, and 10)	8	16	11	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	263	263	100.00	0.00	18.25
Male	137	137	100.00	0.00	21.17
Female	126	126	100.00	0.00	15.08
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	36	100.00	0.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	190	190	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	12	12	100.00	0.00	8.33
Two or More Races	20	20	100.00	0.00	10.00
EL Students	51	51	100.00	0.00	7.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	188	100.00	0.00	17.55
Migrant Education	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	4.65

Assessment Results by Student Group Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	263	263	100.00	0.00	18.63
Male	137	137	100.00	0.00	21.17
Female	126	126	100.00	0.00	15.87
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	190	190	100.00	0.00	21.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	12	12	100.00	0.00	8.33
Two or More Races	20	20	100.00	0.00	5.00
EL Students	51	51	100.00	0.00	9.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	188	100.00	0.00	18.09
Migrant Education	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	2.33

Assessment Results by Student Group Science

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	99	99	100.00	0.00	11.11
Male	47	47	100.00	0.00	12.77
Female	52	52	100.00	0.00	9.62
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	71	71	100.00	0.00	12.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	68	100.00	0.00	10.29
Migrant Education	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	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
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)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	585	555	205	36.9
Female	272	260	94	36.2
Male	313	295	111	37.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	94	88	35	39.8
Filipino	--	--	--	--
Hispanic or Latino	404	386	141	36.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	7	29.2
Two or More Races	21	20	8	40.0
EL Students	119	116	38	32.8
Foster Youth	32	24	8	33.3
Homeless	13	11	6	54.5
Military	--	--	--	--
Socioeconomically Disadvantaged	454	427	178	41.7
Migrant Education	--	--	--	--
Students with Disabilities	90	83	31	37.3

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 are very active at Theodore Vick Elementary School, participating in the Parent Volunteer Program, parent trainings and workshops, Coffee-with-the-Principal, School Site Council, ELAC, District Advisory Council, and the District English Language Advisory Council (DELAC) and PTA. The school's many special programs and performances are well attended by parents. The school maintains an open-door policy with all parents of Theodore Vick Elementary students. Parents are kept informed of school activities through the school website, newsletters, ParentSquare, and daily AVID binder reminders. Theodore Vick Elementary shares a community partnership with Horace Mann Insurance Company as well.

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	5.93	2.47	3.25	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	2.29	0.00
Female	2.94	0.00
Male	3.51	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	9.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	2.52	0.00
Foster Youth	3.13	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.52	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.78	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)	494

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)	0.29
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
K	24	24	24	0	0	0	3	2	2	0	0	0
1st	24	23	21	0	0	1	3	3	2	0	0	0
2nd	23	23	22	0	0	0	3	3	3	0	0	0
3rd	22	23	23	0	0	0	3	3	3	0	0	0
4th	31	27	22	0	0	1	3	3	2	0	0	0
5th	30	28	28	0	0	0	3	3	3	0	0	0
Other	13	15	19	3	3	2	0	1	2	0	0	0

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	\$ 11,447.45
School: From Supplemental/Restricted Sources	\$ 3,173.08
School: From Basic/Unrestricted Sources	\$ 8,274.37
District: From Basic/Unrestricted Sources	\$ 2,817.27
Percentage of Variation between School & District	193.70 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-25.76 %

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	\$ 104,040.18
District	\$ 103,070.00
Percentage of Variation between School & District	0.94 %
All Similar School Districts	\$ 101,700.00
Percentage of Variation between School & State	2.30 %

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