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Adelanto Elementary School District

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Adelanto Elementary School District
Donald F. Bradach Elementary School

2020-2021 School Accountability Report Card
Published in the 2021-2022 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians 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 Vision & Mission Statement

Mission Statement

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

Vision Statement

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success.

School Profile

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow. A highly competent staff has established a close rapport with the students and community. Additionally, the school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	45.0
Male	55.0
Non-Binary	
Black or African American	15.5
American Indian or Alaska Native	
Asian	0.3
Filipino	
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	2.5
White	5.8
Two or More Races	4.8
Socioeconomically Disadvantaged	80.8
EL Students	21.8
Students with Disabilities	12.5
Foster Youth	7.8
Homeless	1.3
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	61
1st	80
2nd	80
3rd	55
4th	73
5th	51
6th	0
Total	400

School Statements

School Motto:

Bradach Bears are College Bound!

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The tables 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.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.0	90.5	327.7	85.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	13.1	3.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	4.8	11.4	3.0	12115.8	4.4
Unknown	1.0	4.8	25.5	6.7	18854.3	6.9
Total Teaching Positions	21.0	100.0	381.9	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Instructional Materials (School Year 2020-21)

The table displays information collected in October 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

		District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption? K-8 (State)	% Lacking
K-5	English/Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
K-5	English Language Development	McGraw-Hill	California Wonders for English Learners	2016	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	No*	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	Go Math	2014	Yes	0.0%
K-5	Science	Houghton Mifflin	CA Science	2007	No*	0.0%
K-5	Visual & Performing Arts	Not Applicable				

The materials in use are aligned to state standards; however, the district is currently evaluating options for new history and science materials.

School Facilities (School Year 2020-21)

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

Age and Condition of Facilities

Bradach School was originally constructed in 1998 and is currently comprised of 25 permanent classrooms, seven portable classrooms, a library, a staff lounge, a multi-purpose room/cafeteria, one playground and an open recreation area.

Improvements to Facilities

Recent improvements based on our last inspection that took place in October 2021 include:

• Repairs to restrooms/sinks/fountains
• Painting projects
• Replaced door closer covers
• Repaired ramps with dry rot

No additional improvements are planned at this time.

Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoon. School administration and teachers circulate in assigned areas of the campus; ensuring student conduct remains safe and orderly. Regular campus supervision is shared throughout the day by school personnel to ensure the campus remains safe while instruction is in progress. The school is a closed campus. During school hours, all visitors must sign in at the office and wear identification badges while on school grounds.

Cleaning Process

The principal works daily with two full-time custodian staff members 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

Bradach 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 Results

A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Adelanto Elementary School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart displays the results of the most recent school facilities inspection collected in October 2021. Facility information is current as of January 2022.

2021-22 School Facility Inspection		
Date of Last Inspection:		10/6/2021
Data Collected:		January 2022
Overall Summary of School Facility Conditions:		Fair
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Poor	401: 2. HVAC MAKES A RATTLING SOUND wo #38674, AC Tech checked unit and couldn't find anything wrong.
INTERIOR: Interior Surfaces	Good	503: 4. CARPET IS TORN AND STAINED. Wo#38445. 404: 4. CEILING TILE HAS A WATER STAIN painted tile 11/5/21. 11: 4. CEILING TILE HAS A WATER STAIN. (painted tile on 11/3/21). 3: 4. CEILING TILE HAS A WATER STAIN. (Replaced tile on 11/4/21). PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN. Painted tile on 11/5/21. 501: 4. CEILING TILE HAS A WATER STAIN. Replaced tile on 11/5/21. 405/ MEDIA CENTER: 4. CEILING TILE IS BROKEN. (Replaced ceiling tile on 11/5/21). 6: 4. CEILING TILE IS TORN (tile was repaired11/5/21). ALL PAPER IS TORN (wo#38669). INTERIOR WINDOW TRIM IS MISSING (wo#38670). RUBBER MOLDING IS LOOSE (repaired molding 11/5/21). 16: 4. CEILING TILES ARE TORN (Replaced tile 11/5/21). 13: 4. CEILING TILES HAVE WATER STAINS painted tile on 11/5/21. CEILING TILE IS BROKEN replaced tile 11/5/21. CARPET IS TORN W0#38447. MPR: 4. FLOOR TILES ARE BROKEN AT ENTRY. wo#33335. 9: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP (COVER PAINT DOESN'T MATCH paited trim 12/9/21). 304: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP repaired counter top 11/5/21. CARPET IS TORN wo 38679. 303: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP wo#33375. 500/ POD: 4. LARGE GAP BETWEEN RR THRESHOLD AND CARPET. WO #36330. 502: 4. SECTION OF CARPET IS MISSING AT ENTRY. CARPET IS STAINED. WO #36330. 302: 4. SOAP DISPENSER IS EMPTY/BROKEN replaced dispenser 12 /9/21. 8: 4. WALL PAPER IS TORN wo#38673. 10: 4. WATER DAMAGE ON SINK COUNTER TOP wo#38676. CARPET IS STAINED tried cleaning stains on 11/5.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Fair	MENS RESTROOM (ADMIN): 5. ROOM HAS A STRONG ODOR. Took care of odor on 11/4/21. NURSE, 201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. Removed items on 11/5/21. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. TEACHER AREA IS OVERLY CLUTTERED. Asked teacher to declutter room, removed stored items 11/5/21.
ELECTRICAL: Electrical	Poor	9: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED removed blockage 11/5/21. LIGHT DIFFUSER IS LOOSE. WO #33361. 2, 10: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. (Cleared panel on 11/4/21). 8: 7. ELECTRICAL COVER IS BROKEN wo#33351. 503: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. Secured cords on 11/5/21. 11: 7. LIGHT DIFFUSER IS LOOSE. (Fixed diffuser on 11/3/21). 12: 7. LIGHT DIFFUSER IS LOOSE. Fixed diffuser on 11/5/21. 201: 7. LIGHT DIFFUSER IS LOOSE. repaired difusser on 11/2/21. 402: 7. MULTIPLE LIGHT BULBS ARE OUT. No bulbs are out. The room has 2 switches. 1: 7. ONE LIGHT PANEL IS OUT. wo# 38664 ACCESS TO ELECTRICAL PANEL IS BLOCKED.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	GIRLS RESTROOM: 8. ONE TOILET LEAKS AT FITTING wo #33354. GIRLS RESTROOM: 8. ONE TOILET LEAKS AT FITTING. WO #38444. BOYS RESTROOM: 8. ONE TOILET LEAKS AT FITTING. Wo#38443. 304: 8. TOILET IS LOOSE AT BASE. tightened the toilet at base 11/5/21. BOYS RESTROOM: 8. TOILETS LEAK AT FITTING wo#33353. 404: 9. DRINKING FOUNTAIN HANDLE IS BROKEN replaced handle 12/9/21. 8: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. WO #33351. 6: 9. DRINKING FOUNTAIN HAS A LOW FLOW (adjusted flow 11/5/21) AND LEAKS AT HANDLE (fixed leak 11/5/21). 301: 9. FAUCET HAS A LOW FLOW adjusted flow 11/5/21. DRINKING FOUNTAIN FLOWS . INTO MOUTHGUARD. Adjusted fountain flow. 11/5/21. 401: 9. FAUCET HAS A LOW FLOW. Adjusted flow on 11/5/21. 303: 9. FAUCET HAS NO FLOW. adjusted flow 12/9/21. STAFF WORKROOM: 9. FAUCET LEAKS AT HANDLE. WO #33332. MPR: 9. ONE DRINKING FOUNTAIN HAS A LOW FLOW (drinking fountains off due to covid). ONE DRINKING FOUNTAIN HANDLE IS BROKEN (wo#38661). GIRLS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW turned water flow up 11 /5/21. SINK CAPS ARE MISSING. replaced cap 11/5/21. BOYS RESTROOM: 9. SINK CAP IS MISSING replaced cap 11/5/21. WATER VALVE COVER IS MISSING. replaced water cover 11/5/21. 3: 9. SINK IS LIFTING/LOOSE FROM COUNTER TOP. (tightened sink down on 11/4/21). 503: 9. WATER LEAK AT EXTERIOR DRINKING FOUNTAIN. Wo#37745.
SAFETY: Fire Safety, Hazardous Materials	Good	301: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. un blocked fire extinguisher 11/5/21. (REST ROOM IS USED FOR STORAGE) Asked teacher to remove storage 11/5/21. 16: 10. FIRE EXTINGUISHER IS NOT MOUNTED (Mounted extinguisher on the wall 11/4/21). ASSISTANT PRINCIPAL: 10. PLUG IN AIR FRESHENER. Removed air freshener on 11/5/21. 11: 10. PLUG IN CANDLE WARMER. (Removed warmer on 11/3/21). 1: 10. TEACHER HAS BLOCKED INGRESS/EGRESS. Repaired light panel and removed blockage on 11/5/21. 10, 504: 11. IMPROPERLY STORED CLEANING SUPPLIES. Removed cleaning supplies 11/5/21. 406/ LIBRARY: 11. PAINT IS PEELING ON EXTERIOR WALL/FACIA. Painted wall on 11/4/21.
STRUCTURAL: Structural Damage, Roofs	Good	6: 12. DRY ROT ON RAMP (wo#38667). 7: 12. DRY ROT ON RAMP. w/o # 33350. 18: 12. DRY ROT ON RAMP. WO 338441. 5: 12. DRY ROT ON RAMP. wo#33348. 16: 12. DRY ROT ON SIDING AND RAMP (WO #38442).
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	304: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM wo/#36420. 303: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. wo#38678. MPR: 15. DOOR CLOSER COVER IS MISSING (replaced cover on 12/10/21). 2: 15. DOOR CLOSER COVER IS MISSING (Replaced cover on door on 11/4/21). 404: 15. DOOR CLOSER COVER IS MISSING replaced cover 11/5/21. 304: 15. DOOR CLOSER COVER IS MISSING replaced door cover 11/5/21. GIRLS RESTROOM: 15. DOOR CLOSER COVER IS MISSING replaced door cover 11/5/21. 405/ MEDIA CENTER: 15. DOOR CLOSER COVER IS MISSING. (Replaced door cover on 11/5/21). 302: 15. DOOR CLOSER COVER IS MISSING. replaced cover 12/9/21. 303: 15. DOOR CLOSER COVER IS MISSING. replaced cover 12/9/21. 403: 15. DOOR CLOSER COVER IS MISSING. Replaced cover on 11/4/21. 14, 15: 15. DOOR CLOSER COVER IS MISSING. replaced cover on 11/4/21. BOYS RESTROOM, BOYS RESTROOM, 503, 504: 15. DOOR CLOSER COVER IS MISSING. Replaced cover on 11/5/21. 6: 15. DOOR IS GOUGING RAMP (wo#38667). 5: 15. DOOR IS GOUGING RAMP. wo#33348. 16: 15. DOOR IS GOUGING RAMP/ HARD TO OPEN (WO #38442). 7: 15. DOOR STOP IS GOUGING RAMP. WO# 36402.

Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

  - Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The Percent Met or Exceeded is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	--	NT	31.82	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	--	NT	6.82	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	NT	NT	28.72

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Assessment Results by Student Group				
	English Language Arts			
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	180	150	83%	17%	22%
Male	96	78	81%	19%	22%
Female	83	72	87%	13%	22%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	1	1	100%	0%	--
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	0	NA	NA	NA	NA
Hispanic or Latino	126	106	84%	16%	23%
Black or African American	41	33	80%	20%	15%
White	62	51	82%	18%	27%
Two or More Races	13	11	85%	15%	27%
EL Students	37	31	84%	16%	16%
Foster Youth	14	8	57%	43%	--
Homeless	--	2	1	50%	50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	119	86%	14%	23%
Migrant Education	0	NA	NA	NA	NA
Students with Disabilities	24	20	83%	17%	10%

Assessment Results by Student Group				
	Mathematics			
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	180	149	83%	17%	31%
Male	97	78	80%	20%	26%
Female	83	71	86%	14%	37%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	1	1	100%	0%	--
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	0	NA	NA	NA	NA
Hispanic or Latino	126	105	83%	17%	31%
Black or African American	41	33	80%	20%	30%
White	62	50	81%	19%	30%
Two or More Races	13	11	85%	15%	55%
EL Students	37	31	84%	16%	13%
Foster Youth	14	7	50%	50%	--
Homeless	--	2	1	50%	50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	118	86%	14%	31%
Migrant Education	0	NA	NA	NA	NA
Students with Disabilities	24	20	83%	17%	15%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness

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 six major areas. Students

who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2021-22)

Parents and the community are very supportive of the educational program at Bradach School. Parents are very active at the school site, participating in the School Site Council, English Learners Advisory Committee, Science Fair, Book Fair, Back-To-School Night, Open House, Family Nights, Harvest Festival, Winter Festival, College and Career Fair, Parent-Teacher conferences, and the Parent Teacher Association (PTA). The school maintains an open-door policy with all parents of Bradach School. Parents are kept informed of school activities through school and classroom newsletters, the school website, Class Dojo, Google Classroom, Peach Jar and Zoom.

State Priority: Pupil Engagement

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

• Attendance

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.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	467	433	156	36.0
Female	214	196	67	34.2
Male	253	237	89	37.6
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	75	67	31	46.3
Filipino	0	0	0	0.0
Hispanic or Latino	316	298	101	33.9
Native Hawaiian or Pacific Islander	11	10	5	50.0
Two or More Races	23	20	5	25.0
White	28	25	12	48.0
EL Students	99	93	21	22.6
Foster Youth	45	34	5	14.7
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	376	350	139	39.7
Migrant Education	0	0	0	0.0
Students with Disabilities	66	61	22	36.1

State Priority: School Climate

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

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

Suspensions & Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	6.31	5.02	0.00	0.00	0.17	0.00
District	6.72	4.91	0.02	0.00	0.10	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates

Suspension & Expulsion Rates by Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Safe School Plan

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 bulyling 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 2021 and was reviewed with school staff. A copy of the safety plan is available to the public at the school office. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Additional Internet Access/Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: www.sbcounty.gov/library/home.

Professional Development Days

The table displays the number of days that a professional development opportunity was available including both full and partial days. Not all staff attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties, and of individual sites and departments.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	93	90	90

Professional Development

All training and professional development at Adelanto Elementary School District revolve around providing the best education and comprehensive support for all students. The district sponsors staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. The district utilizes weekly early student release days on Tuesdays to allow for teacher collaboration, staff meetings and additional professional development opportunities. Additionally, teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year 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
 - Muli-tierred 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

Counseling & Support Staff

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

The tables display the Support Service Staff available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	0

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	21	23	20	2		1	3	3	2			
1	23	24	23				3	3	3			
2	24		23				3	3	3			
3	24	22	18		1	2	3	2	1			
4	30	27	24				2	2	3			
5	31	31	24				3	2	2			
6												
Other		16	10		2	3		1				

District Revenue Sources (Fiscal Year 2020-21)

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

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$9,513
School: From Supplemental/Restricted Sources	$2,105
School: From Basic/Unrestricted Sources	$7,408
District: From Basic/Unrestricted Sources	$2,075
Percentage of Variation between School & District	257.01%
State: From Basic/Unrestricted Sources	$8,444
Percentage of Variation between School & State	-12.27%

Teacher & 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 districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

2019-20 Average Salary Information	District	State
Beginning Teachers	$53,509	$52,060
Mid-Range Teachers	$80,181	$84,043
Highest Teachers	$114,784	$107,043
Elementary School Principals	$133,079	$133,582
Middle School Principals	$141,004	$138,803
High School Principals	$0	$133,845
Superintendent	$210,000	$240,628
Teacher Salaries	34%	35%
Administrative Salaries	6%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	$92,034
District	$86,793
Percentage of Variation between School & District	6.04%
All Similar School Districts	$85,863
Percentage of Variation between School & State	7.19%