



Serving Grades  
Kindergarten through Five

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# Eagle Ranch Elementary School

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**Adelanto Elementary School District**

**Diana Tabet, Principal**

[www.aesd.net/schools/eagleranch.php](http://www.aesd.net/schools/eagleranch.php)

## 2006-2007 School Accountability Report Card

### Principal's Message

Eagle Ranch Elementary School is proud of its culture that fosters high expectations and standards. We expect the best of our students.

Our students and staff work with an underlying philosophy of perseverance, pride and excellence which focuses all members of the school on setting and maintaining high standards in academic, social and physical activities.

We are a school, where learning is valued and where teachers continually refine their work to make the school a challenging, rigorous and relevant place so that our students develop the necessary knowledge, skills and understandings and values to live a productive and rewarding life as in educated, just and open society.

We have had an outstanding school year and I look forward to the upcoming school year.

### Vision Statement

Together, we will cultivate the growth of all children to their highest potential, developing independent learners, who are responsible and caring students.

### District Vision & Mission Statement

**Vision:**

We challenge and expect each student to become well-rounded and to achieve personal goals.

**Mission:**

Our students achieve at high academic levels, contribute to their community, identify individual interests, and reach personal goals.

### District & 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. The school district is comprised of twelve schools and had an enrollment of 8,542 students in the fall of 2006.

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. At the beginning of the 2006-07 school year, 977 students were enrolled at Eagle Ranch Elementary School. Student body demographics are shown at right.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	17.3%
American Indian	1.2%
Asian	2.5%
Caucasian	27.0%
Filipino	1.1%
Hispanic	49.0%
Pacific Islander	0.4%
Multiple or No Response	1.4%

## Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Eagle Ranch Elementary School's discipline program. School rules and policies are distributed to parents and students during parent conferences, school assemblies, and the school handbook.

The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	36	30	72	1497	1783	1575
Suspension Rate	3.93%	2.97%	7.37%	21.97%	22.91%	18.44%
Expulsions	3	0	4	50	74	119
Expulsion Rate	0.33%	0.00%	0.41%	0.73%	0.95%	1.39%

## Homework

Eagle Ranch Elementary School's staff believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills and promotes self-reliance and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

## Enrichment & Extracurricular Activities

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Eagle Ranch Elementary School offers students the chance to participate in field trips, spring basketball for fifth graders, after-school tutoring, and the GATE program, which offers classes in digital photography, forensic science, and Spanish.



## Recognition Programs

Eagle Ranch Elementary School has several student recognition programs that contribute to the positive environment of the school, including Eagle Slips for exemplary behavior and certificates for citizenship.

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Eagle Ranch Elementary School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require an extended leave of absence from school. Absence reports are regularly reviewed by the School Services Secretary. Parents are informed of absences through phone calls and letters sent home from the principal.

The following chart illustrates the trend in enrollment for the last three years.

## Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	159	141	123
1st	172	187	155
2nd	141	195	178
3rd	158	156	203
4th	137	177	149
5th	149	154	169

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective.

The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

## Class Size

Eagle Ranch Elementary School maintained a school-wide average class size of 23.3 students and a pupil-to-teacher ratio of 22.5:1 for the 2006-07 school year. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment. In addition to credentialed teachers, students may receive additional assistance in the classroom from parent volunteers and instructional aides.

## Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	32	28	25	0	0	0	5	5	5	0	0	0
1st	21	20	17	0	6	9	8	3	0	0	0	0
2nd	27	27	23	0	0	2	5	8	5	0	0	0
3rd	30	22	28	0	3	0	5	4	7	0	0	0
4th	27	27	24	0	1	1	5	5	6	0	0	0
5th	29	25	27	0	0	0	5	6	5	0	0	0

## Curriculum Improvement

All curriculum development at Adelanto Elementary School District revolves around the California State Content Standards and Frameworks. The district's curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The Curriculum Advisory Committee and Instructional Improvement Committee review the State standards and frameworks, establish benchmarks and expectations in specific subject areas, develop proficiency tests, analyze test results, and select textbooks and supplementary teaching materials based on the state standards.

## Textbooks & Instructional Materials

Eagle Ranch School District held a public hearing on September 4, 2007, and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of *Williams vs. The State of California*.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district is scheduled to adopt new Math textbooks in July 2008. *At the time of publication the district did not have any officially adopted Visual & Performing Arts texts.* The most recent textbooks, as of April 2008, for the school are illustrated below.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	1997	Yes
K-5	ELD	Harcourt	2005	Yes
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes
K-5	Health	Harcourt	2005	Yes
K-5	History/Social Studies	Scott Foresman	2006	Yes
K-5	Mathematics	Scott Foresman	2002	Yes
K-4	Science	Brittanica/ Delta Foss Kits	1993	Yes
5th	Science	Harcourt	2000	Yes

### Library Information

The school's library contains a wide selection of books and periodicals. The library is staffed by a full-time librarian. Students visit the library on a regular basis.

### Computer Resources

Computer skills and concepts at Eagle Ranch Elementary School are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains two Internet-connected computers. In addition to the computers in the classrooms, Eagle Ranch Elementary School also has a computer lab with 30 computers for student use and supervision provided by teachers. The school also has a mobile computer lab with laptops for teacher use. Students receive software training in Accelerated Reader and the Orchard software program to improve literacy in English Learners.

Computer Resources	Computer Resources		
	04-05	05-06	06-07
Computers	105	104	101
Students per computer	8.7	9.7	9.7
Classrooms connected to Internet	40	46	46

### 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](http://www.sbcounty.gov/library/home).



### Counseling & Support Staff

It is the goal of Adelanto Elementary School District to assist students in their social and personal development as well as in 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.

An active Student Advocacy Team (SAT) meets regularly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SAT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. The following chart indicates the support staff available to assist all students at Eagle Ranch Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Clerk	1	0.5
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Aide	1	1.0
Speech/Language Specialist	1	0.25
Teacher for Severely Handicapped (SHD)	1	1.0

Eagle Ranch Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students identified as "at-risk" may receive additional assistance from their classroom teacher, and/or may participate in a pull-out Resource Specialist Program (RSP). Students in the Special Day Class are mainstreamed whenever possible.

Eagle Ranch Elementary provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction based on their individual level of acquisition. Eagle Ranch Elementary utilizes the Rigby curriculum for their ELL students.

Eagle Ranch Elementary School also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students receive differentiated, in-class instruction by a GATE-trained teacher and/or participate in a special after-school program.

### Parent & Community Involvement

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

Eagle Ranch Elementary School also has a community partnership with Chili's Restaurant.

### Contact Information

Parents who wish to participate in Eagle Ranch Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 949-2100.

## Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade-level standards. The district administers criterion-referenced, state standards-based tests every six to eight weeks in writing and math. In addition, the district uses trimester benchmark assessments in core subjects at all grade levels to provide an additional tool for measuring student performance.

### CAT-6

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

### Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	6	5	6	
Similar Schools Rank	6	7	7	
All Students				
Actual Growth	2	23	13	774
Socioeconomically Disadvantaged				
Actual Growth	-6	28	13	738
African American				
Actual Growth	-	3	20	738
Hispanic				
Actual Growth	12	26	13	768
Caucasian				
Actual Growth	-1	24	13	802
English Learners				
Actual Growth	-	69	26	775



CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	05	06	07	05	06	07
All Students						
School	26	31	31	43	44	48
District	21	27	24	33	42	43
State	36	37	38	55	55	56
Males						
School	20	36	24	46	46	50
Females						
School	33	27	38	40	41	47
Socioeconomically Disadvantaged						
School	22	21	19	34	38	35
African American						
School	27	22	11	23	19	33
Hispanic						
School	22	32	31	46	46	45
Caucasian						
School	38	41	38	46	56	57
Students with Disabilities						
School	15	0	8	15	18	23
English Learners						
School	24	21	31	39	37	45

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

A "Yes" in the AYP chart means the school or district was at or above the 2007 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient.

### Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	



## Federal Intervention Program

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2007-08)	-	Year 2
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	33.33%

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is shown.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5		5										
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
All Students																											
School	46	50	58	18	27	28	38	33	47	40	27	27	48	58	67	38	50	58	48	52	75	48	45	48	25	18	24
District	26	34	37	15	23	24	36	34	40	31	29	27	38	45	50	32	43	51	42	42	58	32	36	39	16	20	24
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	47	48	51	14	31	29	35	35	54	29	14	27	51	61	69	38	57	63	54	64	78	40	41	54	28	19	27
District	25	29	34	10	22	20	30	31	37	25	24	21	39	47	51	32	46	53	41	45	57	29	35	39	19	22	23
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	45	51	64	21	23	28	41	31	41	48	40	27	45	56	66	37	43	53	43	42	73	56	49	42	23	17	19
District	28	40	39	21	23	29	42	37	43	36	34	31	37	43	49	32	41	50	43	40	59	34	38	38	13	18	23
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	41	44	51	14	21	17	28	24	37	23	19	24	41	54	65	26	40	47	44	46	68	31	38	40	12	10	12
District	21	27	32	11	18	18	28	28	34	23	23	22	34	41	47	26	40	45	35	37	53	25	31	34	10	16	18
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
African American																											
School	35	45	41	11	18	15	38	34	39	38	24	28	32	48	51	26	39	37	38	52	74	38	40	52	22	25	24
District	22	26	28	10	18	20	34	27	30	24	25	19	24	30	38	20	30	35	36	31	44	20	27	25	7	16	14
State	34	38	39	22	27	27	35	37	39	30	30	32	42	44	44	39	41	42	34	38	41	28	31	32	16	18	22
Hispanic																											
School	45	43	57	16	25	24	29	27	41	26	28	26	53	54	67	40	49	51	48	52	76	45	43	47	15	16	20
District	26	31	35	13	22	21	31	32	39	25	25	26	39	46	48	31	45	49	41	44	60	31	36	39	12	18	21
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	56	56	70	27	39	37	54	44	68	54	21	31	47	68	77	44	61	73	59	51	77	59	47	48	39	14	31
District	35	44	52	22	33	32	48	43	58	44	41	37	47	55	67	45	54	68	52	45	68	43	45	49	28	29	40
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*	*	8	9	15	31	11	*	27	33	0	*	*	*	23	9	46	46	44	*	18	33	36	18	29	7
District	8	13	17	3	5	4	13	6	10	14	10	4	17	35	27	18	15	23	24	26	22	13	15	15	10	9	6
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	38	45	66	11	14	24	36	19	26	14	15	8	47	55	68	29	39	55	45	43	74	19	35	28	5	4	12
District	20	26	31	6	17	18	25	25	27	13	16	15	37	43	45	24	40	49	33	38	52	21	31	28	7	11	11
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, Eagle Ranch Elementary School is required by the state to administer a physical fitness test to all students in grade five. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2006-07 school year, 9.3% of all fifth graders at Eagle Ranch Elementary met the standards in all six fitness areas.

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Teacher Assignment

Adelanto Elementary School District recruits and employs the most qualified credentialed teachers available. For the 2006-07 school year, Eagle Ranch Elementary School had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. In the 2006-07 school year, there were no staff development buy back days. Eagle Ranch Elementary School offered its own specialized curriculum improvement and professional development opportunities throughout the school year.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	36	42	41	329
Without Full Credentials	0	2	3	42
Working Outside Subject	0	0	0	1

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. California has been granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	90.2%	9.8%
District	81.7%	18.3%
High-Poverty Schools in District	94.3%	5.7%
Low-Poverty Schools in District	0.0%	0.0%

## School Facilities & Safety

The safety of students and staff is a primary concern at Eagle Ranch Elementary School. The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. Eagle Ranch Elementary School reviews the plan annually and updates it as needed. The plan was last updated in the spring of 2008 and reviewed with school staff. The key elements of the Safety Plan are discipline, crisis plan, academic & curriculum framework, bomb threats, sign-in & sign-out procedures, parent notification, Sheriff Resource Officer, attendance, parent committees, newsletters, assemblies, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop-off and pickup from school, sexual harassment policy, and dress code policy. A copy of the safety plan is available to the public at the school office.

Fire and earthquake drills are conducted on a regular basis throughout the school year, and intruder drills are conducted 10 times a year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

## Cleaning Process

The principal works daily with three full-time custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

## Age & Condition of Facilities

Eagle Ranch Elementary School was first built in 1990 and is currently comprised of 45 permanent classrooms, a library, a computer lab, a staff lounge, a multi-purpose room/cafeteria, two grass playgrounds and one hard-top play area.

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$200,000 for their deferred maintenance program. This represents 34% of the district's general fund budget. The district's complete deferred maintenance plan is available for review at the district office.

## Maintenance & Repair

Eagle Ranch Elementary School provides a safe and clean environment for students, staff, and volunteers. 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.

At the time of publication 100% of the restrooms at Eagle Ranch Elementary School were in good working order. The chart below displays the results of the most recent school facilities inspection collected in April 2008.

### School Facility Conditions

Date of Last Inspection: 07/19/2007  
Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having more than 5,000 average daily attendance throughout the state. The following information is based upon financial data from the 2005-06 school year, which is the most recent data available from the State of California. The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

### Average Teacher Salaries

#### School & District

School	\$54,865
District	\$55,344
Percentage of Variation	0.87%

#### School & State

All Elementary School Districts	\$61,005
Percentage of Variation	10.07%

## Teacher & Administrative Salaries as a Percentage of Total Budget

The Average Salary Information table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's web site [www.cde.ca.gov](http://www.cde.ca.gov).

### Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$36,067	\$39,984
Mid-Range Teachers	\$64,746	\$63,798
Highest Teachers	\$85,564	\$79,204
Elementary School Principals	\$110,809	\$99,820
Middle School Principals	\$115,754	\$102,340
Superintendent	\$149,610	\$158,484
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	42.2%	43.0%
Administrative Salaries	6.7%	5.4%

## District Expenditures & Services Funded

Adelanto Elementary School District spent an average of \$6,063 to educate each student (based on 2005-06 audited financial statements). The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

### Expenditures per Pupil

#### School

Total Expenditures Per Pupil	\$4,202
From Restricted Sources	\$609
From Unrestricted Sources	\$3,593

#### District

From Unrestricted Sources	\$4,368
Percentage of Variation between School & District	17.74%

#### State

From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	27.31%

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
- Economic Impact Aid (EIA)
- Instructional Materials
- School Improvement Program
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation
- Federal, Special Education, Discretionary Grants
- Federal, Special Education, Entitlement per UDC
- Class Size Reduction
- Peer Assistance & Review
- Gifted & Talented Pupils
- Staff Development