Eagle Ranch Elementary School

12545 Eagle Ranch Parkway • Victorville, CA 92392 • (760) 949-2100

Adelanto Elementary School District

Peter Livingston, Principal

http://ers.aesd.net

2011-2012 School Accountability Report Card

Serving Grades Kindergarten through Six

Principal's Message

Eagle Ranch school is proud of its culture that fosters high expectations for student learning and behavior standards. We expect the best from our students and teachers.

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 academic 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 in an educated, just and open society.

Our basic school rules are:

Be Safe Be Respectful and Be Responsible

Our Eagle Ranch Pledge "As an Eagle Ranch scholar I pledge to allow safety, respect and responsibility guide MY journey to success."

Eagle Ranch Vision Statement

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

PBIS Statement

"Eagle Ranch Elementary is a society of scholars, Responsibility, Safety, and Respect guides our journey to success."

Eagle Ranch Motto

"Soaring on the Wings of Knowledge to the Pinnacles of Excellence."

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 9,117 students in the fall of 2011.

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 2011-12 school year, 874 students were enrolled at Eagle Ranch Elementary School. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	20.3%
American Indian	0.7%
Asian	1.4%
Filipino	0.5%
Hispanic or Latino	53.7%
Pacific Islander	0.8%
White	17.7%
Two or More	3.5%
None Reported	1.5%

Dscipline & Climate for Learning

Eagle Ranch Elementary is a (PBIS) Positive Behavior Intervention Support School. 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 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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	87	49	63	1731	1245	1199
Suspension Rate	9.1%	5.4%	7.2%	20.5%	14.4%	13.2%
Expulsions	1	0	0	74	47	2
Expulsion Rate	0.1%	0.0%	0.0%	0.9%	0.5%	0.0%

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 & sixth graders, ASES, music, 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, certificates for citizenship, Perfect Attendance awards, Model Eagle Awards, Soaring Eagle Awards, and recognition for students who scored proficient or advanced on the CST.

Class Size

In addition to credentialed teachers, students may receive additional assistance in the classroom from parent volunteers and instructional aides. The class size distribution table indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	26	18	14	-	2	4	4	4	2	-	-	-
1	19	22	17	6	3	3	1	3	3	-	-	-
2	27	19	16	1	3	3	-	4	4	-	-	-
3	30	20	17	-	2	2	4	4	4	-	-	-
4	31	21	17	-	2	2	-	3	4	-	1	-
5	32	23	18	-	2	3	5	2	3	-	2	-
6	30	22	-	-	2	-	-	5	-	-	-	-
K-3	-	20	16	-	10	12	-	15	13	-	-	-
4-8	-	22	18	-	6	5	-	10	7	-	3	-

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	115	132	114
1st	138	138	130
2nd	127	132	138
3rd	128	129	120
4th	160	115	127
5th	164	161	132
6th	144	153	152

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.

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.

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 (School Year 2012-13)

Adelanto Elementary School District held a public hearing on October 10th, 2012 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, as well as foreign language and health (as appropriate) 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. *At the time of publication the district did not have any officially adopted Visual & Performing Arts texts*. The table displays information collected in October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbooks adoptions are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Saxon	2002	Yes	0.0%
1st-5th	Science	Houghton Mifflin	2000	Yes	0.0%

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 at least two Internet-connected computers. The school has SmartBoards and Interwrite PADS. The school installed 33 touch screen computers in the lab so teachers can use as needed. Students receive software training in Accelerated Reader and the Study Island software program to improve literacy in English Learners.

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.

Counseling & Support Staff (School Year 2011-12)

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 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	1.0
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	1.0
RSP Aide	2	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	1.0
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, Art Literacy Program, STAR Banquet, Open House, Parent Teacher conferences, Parent Teacher Association (PTA), School Site Council, English Language Advisory Council (ELAC), Book Fair, Reading Fair, and awards assemblies. The school maintains an open-door policy with all parents of Eagle Ranch Elementary School students. Parents are kept informed of school activities through the school and classroom newsletters, Edulink phone service, and the school website.

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 or visit the school website http://ers.aesd.net/

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.

California Standards Test (CST)

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2010	**2011**	**2012**	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**
English/Language Arts	44	43	41	39	38	39	52	54	56
Mathematics	58	58	49	44	41	40	48	50	51
Science	57	35	48	40	37	39	54	57	60
History/Social Science	*	*	*	22	22	27	44	48	49

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

California Standards Test (CST)				
Subgroups				
Subject	**English/ Language Arts**	**Mathematics**	**Science**	**History/ Social Science**
District	39	40	39	27
School	41	49	48	*
African American/ Black	30	29	25	*
American Indian	*	*	*	*
Asian	82	73	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	52	55	*
Pacific Islander	*	*	*	*
White	49	56	53	*
Males	35	48	51	*
Females	47	49	45	*
Socioeconomically Disadvantaged	37	42	41	*
English Learners	25	32	*	*
Students with Disabilities	31	32	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	57.14%

Academic Performance Index (API)

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	**2010**	**2011**
Statewide	6	5	4
Similar Schools	6	6	4
Group	**09-10**	**10-11**	**11-12**
All Students at the School			
Actual API Change	-10	-13	-24
Black or African American			
Actual API Change	1	-18	-44
Hispanic or Latino			
Actual API Change	3	-11	-15
White			
Actual API Change	-31	-2	-36
Socioeconomically Disadvantaged			
Actual API Change	-14	-14	-14
English Learners			
Actual API Change	2	-5	-25

2012 Growth API Comparison						
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	575	750	5,788	729	4,664,264	788
Black or African American	111	663	1,215	657	313,201	710
Hispanic or Latino	315	763	3,610	743	2,425,230	740
White	100	782	562	757	1,221,860	853
Two or More Races	21	765	149	747	88,428	849
Socioeconomically Disadvantaged	455	727	5,339	722	2,779,680	737
English Learners	116	771	1,735	729	1,530,297	716
Students with Disabilities	108	627	895	616	530,935	607

Adequate Yearly Progress (AYP) (School Year 2011-12)

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.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Physical Fitness (School Year 2011-12)

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).

Percentage of Students in Healthy Fitness Zone 2011-12			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	31.4%	27.3%	9.9%

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

Teacher Assignment

Adelanto Elementary School District recruits and employs the most qualified credentialed teachers available. For the 2011-12 school year, Eagle Ranch Elementary School had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			**District**
	09-10	10-11	11-12	11-12
Fully Credentialed	38	36	31	324
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	3

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 2012-13 school year, the most current available data are reported.

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Highly Qualified Teachers (School Year 2011-12)

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 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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.0%	3.0%
District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated consecutively for two years and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal or the assistant principal, who have been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

The district has not offered any staff development days for the past three years. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

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 October of 2012 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, 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.

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 were in good working order.

Cleaning Process

The principal works daily with two full-time custodians and one part-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 43 permanent classrooms, a library, a staff lounge, a multi-purpose room/cafeteria, two grass playgrounds and one hard-top play area. New playground equipment was added in 2012-13 and a new computer lab was added in the summer of 2012.

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 2012-13 school year the district allocated $630,0200 for the deferred maintenance program. This represents 1.2% of the district's general fund budget. The district's complete deferred maintenance plan is available for review at the district office. During 2012-13, the Adelanto School District approved the repaving of asphalt as a deferred maintenance project for Eagle Ranch School.

The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 07/07/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Data Sources

Data within the SARC was provided by the district, retrieved from the 2011-12 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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2010-11 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	$63,274
District	$60,350
Percentage of Variation	4.84%
School & State	
All Elementary School Districts	$69,404
Percentage of Variation	-8.84%

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The Average Salary 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.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	$37,559	$41,246
Mid-Range Teachers	$59,642	$67,400
Highest Teachers	$89,102	$85,481
Elementary School Principals	$121,383	$107,739
Middle School Principals	$136,127	$111,540
High School Principals	-	$110,146
Superintendent	$192,767	$180,572
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.1%	42.2%
Administrative Salaries	7.5%	5.5%

District Expenditures & Services Funded - (Fiscal Year 2010-11)

Adelanto Elementary School District spent an average of $6,349 to educate each student (based on 2010-11 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.

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, is 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,518
From Supplemental/Restricted Sources	$1,067
From Basic/Unrestricted Sources	$3,451
District	
From Basic/Unrestricted Sources	$4,392
Percentage of Variation between School & District	-21.42%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	-36.73%

District Revenue Sources (Fiscal Year 2011-12)

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 & Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted & Talented Pupils
- School Improvement Program
- Staff Development
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation