



Serving Grades
Kindergarten through Six

District Administration

Darin Brawley
Superintendent

Russ Swearingen
Assistant Superintendent,
Human Resources

Board of Education

Carlos Mendoza
President

Christine Turner
Clerk

Holly Eckes
Debra Jones
Jermaine Wright
Members



Desert Trails Elementary School

14350 Bellflower Street • Adelanto, CA 92301 • (760) 246-3800

Adelanto Elementary School District

David Mobley, Principal

www.dts.aesd.net

2010-2011 School Accountability Report Card

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 8,618 students in the fall of 2010.

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 2010-11 school year, 691 students were enrolled at Desert Trails Elementary School. Student body demographics are shown.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	26.9%
American Indian	0.1%
Asian	0.9%
Filipino	0.7%
Hispanic or Latino	61.5%
Pacific Islander	0.6%
White	4.8%
Two or More	3.2%
None Reported	1.3%

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Desert Trails Elementary School's discipline program. School rules and policies are distributed to parents and students during orientation at the beginning of the year and are reviewed in the Parent Handbook and at Back-to-School Night.

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	28	185	167	2020	1731	1245
Suspension Rate	4.0%	27.3%	24.2%	24.5%	20.5%	14.4%
Expulsions	0	0	2	82	74	47
Expulsion Rate	0.0%	0.0%	0.3%	1.0%	0.9%	0.5%

Homework

Desert Trails 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.

Desert Trails Elementary School offers students the chance to participate in Student Council, Yearbook, Band, and after-school targeted-intervention classes.

Recognition Programs

Desert Trails Elementary School has several student recognition programs that contribute to the positive environment of the school, including the Student of the Day and Coyote Club. The Coyote Club is an end-of-the-week and end-of-the-month incentive program, which is sponsored by the PTA.

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												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11		09	10	11	09	10	11	09	10	11
By Grade Level												
K	30	27	29	-	-	-	3	3	3	-	-	-
1	20	21	20	4	2	2	-	3	2	-	-	-
2	18	27	19	6	-	2	-	-	3	-	-	-
3	25	29	32	1	-	-	2	4	2	-	-	1
4	29	32	25	-	-	1	3	4	2	-	-	1
5	27	31	26	-	-	1	4	3	2	-	-	1
6	28	31	25	-	-	1	3	2	3	-	-	-
K-3	18	-	-	1	-	-	-	-	-	-	-	-
3-4	22	-	-	-	-	-	1	-	-	-	-	-
4-8	30	-	-	-	-	-	1	-	-	-	-	-

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 Desert Trails 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	96	79	92
1st	90	103	85
2nd	107	97	109
3rd	95	93	93
4th	101	102	104
5th	102	97	110
6th	106	106	98

Independent study is available for students who require an extended leave of absence from school. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance or behavioral 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.

Textbooks & Instructional Materials

Adelanto Elementary School District held a public hearing on October 4th, 2011 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*.

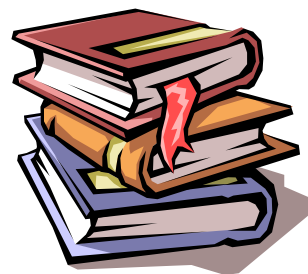
All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. *At the time of publication the district did not have any officially adopted Visual & Performing Arts texts.* The table displays information collected in October 2011 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%
6th	English/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Saxon	2008	Yes	0.0%
K-6	Science	Houghton Mifflin	2005	Yes	0.0%

Library Information

The school's library contains a wide selection of books, videos, and periodicals, as well as materials in Spanish. The library is staffed by a full-time library technician. Students in grades kindergarten through six visit the library once each week with their class. The library also contains ten computers available for student use.



Computer Resources

Computer skills and concepts at Desert Trails Elementary School are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Desert Trails also has a computer lab with 35 computers. Each classroom contains an average of one to four Internet-connected computers depending on the grade level. Students receive software training in the following programs: Microsoft Word, Kid Biz 3000, Enable Math, and Internet Explorer.

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.

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.

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 Success Team (SST) meets regularly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. *The counselor-to-pupil ratio is 1:691.* The chart indicates the support staff available to assist all students at Desert Trails Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.30
Counselor	1	As Needed
Health Aide	2	0.6
Library Technician	1	0.75
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	2.00
RSP Aide	2	0.6
SDC Aide	2	1.5
Special Day Class (SDC) Teacher	1	1.00
Speech and Language Specialist	1	As Needed
Speech/Language Aide	1	0.30

Desert Trails 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 have the opportunity to participate in the after-school targeted intervention classes.

A Resource Specialist Program (RSP) teacher assists students on a pull-out basis, as well as holds a comprehensive reading class. Students in the Special Day Class are mainstreamed whenever possible. Desert Trails Elementary provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction based on their individual level of acquisition.

Desert Trails 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 Desert Trails Elementary School. Parents are very active at the school site, participating in Back-To-School Night, Parent-Teacher conferences, Parent Teacher Association (PTA), School Site Council, English Language Advisory Council (ELAC), and volunteering within the classroom. The school maintains an open-door policy with all parents of Desert Trails Elementary students. Parents are kept informed of school activities through Coffee with the Principal, the school calendar, newsletters, and notices sent home.



Contact Information

Parents who wish to participate in Desert Trails Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 246-3800.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2010-11 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.

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	35	31	34	41	39	38	49	52	54
Mathematics	53	43	44	49	44	41	46	48	50
Science	21	12	22	37	40	37	50	54	57
History/Social Science	*	*	*	20	22	22	41	44	48

**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	38	41	37	22
School	34	44	22	*
African American/ Black	27	33	19	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	47	21	*
Pacific Islander	*	*	*	*
White	50	50	*	*
Males	31	40	25	*
Females	38	48	20	*
Socioeconomically Disadvantaged	34	44	22	*
English Learners	21	37	5	*
Students with Disabilities	27	27	*	*
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

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	In PI	In PI
First Year in PI	2006-2007	2006-2007
Year in PI (2011-12)	Year 5	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			
	2008	2009	2010
Statewide	4	3	1
Similar Schools	8	7	3
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-10	-28	6
Black or African American			
Actual API Change	-4	-77	25
Hispanic or Latino			
Actual API Change	-5	-18	-3
Socioeconomically Disadvantaged			
Actual API Change	3	-28	6
English Learners			
Actual API Change	-12	-24	5

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	423	712	5,730	735	4,683,676	778
Black or African American	102	667	1,218	665	317,856	696
Hispanic or Latino	279	721	3,586	743	2,406,749	729
White	11	711	559	789	1,258,831	845
Two or More Races	15	744	153	763	76,766	836
Socioeconomically Disadvantaged	423	712	4,852	722	2,731,843	726
English Learners	144	701	1,831	732	1,521,844	707
Students with Disabilities	65	580	831	623	521,815	595

Physical Fitness

In the spring of each year, Desert Trails 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 2010-11 school year 12.6% of all students in the fifth grade met the standards in all six fitness areas.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7%	23.2%	12.6%

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

Adequate Yearly Progress (AYP)

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)				
	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		Yes	
Graduation Rate	N/A		N/A	

Teacher Assignment

Adelanto Elementary School District recruits and employs the most qualified credentialed teachers available. For the 2010-11 school year, Desert Trails Elementary School had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	27	26	24	306
Without Full Credentials	4	0	0	0
Working Outside Subject	0	0	0	2

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 2011-12 school year, the most current available data are reported.

Misassignments/Vacancies			
	09-10	10-11	11-12
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

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 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	95.0%	5.0%
District	88.4%	11.6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A



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 Desert Trails 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. 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 dropoff and pickup from school, sexual harassment policy, and dress code policy. Desert Trails Elementary School reviews the plan annually and updates it as needed. The plan was last updated in September 2010 and reviewed with school staff. 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 11 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

School facilities encompass 10 acres, and provide adequate space for students and staff. Desert Trails Elementary School was originally constructed in 1994 and is currently comprised of 27 permanent classrooms, a library, a staff lounge, multi-purpose/cafeteria, two playgrounds, a PTA room, a soccer field, and an outdoor basketball court.

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 2010-11 school year the district allocated \$315,200 for the deferred maintenance program. This represents 0.59% of the district's general fund budget.

The district's complete deferred maintenance plan is available for review at the district office. During 2010-11, the Adelanto School District approved the repair of cracks in the asphalt as a deferred maintenance project for Desert Trails Elementary.

Maintenance & Repair

Desert Trails 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 Desert Trails Elementary were in good working order. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 09/12/2011				
Overall Summary of School Facility Conditions: Good				
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		34 - Improper usage of extension cords or extension electrical cord tripping hazard (work order # 9845). 29 - Improper usage of extension cords or extension electrical cord tripping hazard (work order # 9845).
Restrooms/Fountains		X		25 - Sink/fountain is not working (work order # 9811). Playground East - Sink/fountain is clogged, not working, water pressure too low (work order # 9846). Playground West - Sink/fountain is clogged (work order # 9847). PTA Room 37 - Sink/fountain is damaged (work order # 9844), water pressure too low (work order # 9844). Boys Restroom 600 - Restrooms are not stocked with toilet seat covers (work order # 9839), fixtures/apparatus damaged, broken, missing, or unsecured (work order # 9841), Urinal is damaged, broken, or clogged (work order # 9840).
Safety (Fire Safety, Hazardous Materials)	X			PTA Room 37 - Compressed gas cylinders are free-standing or otherwise unsecured (work order # 9843).
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Playground West - Signs of water drainage problems including standing water on hardscape areas (work order # 9847 & 9835). Quad - Signs of water drainage problems including standing water on hardscape areas (work order # 9847). Kindergarten Playground - Play/sports equipment is broken, damaged, or deteriorating (work order # 9824).

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 2009-10 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	\$59,591
District	\$59,853
Percentage of Variation	-0.44%
School & State	
All Elementary School Districts	\$69,419
Percentage of Variation	-14.16%

Teacher & Administrative Salaries

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 district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$37,938	\$41,692
Mid-Range Teachers	\$60,244	\$68,251
Highest Teachers	\$90,002	\$86,582
Elementary School Principals	\$123,113	\$108,334
Middle School Principals	\$128,481	\$111,791
High School Principals	-	\$113,648
Superintendent	\$201,182	\$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	42.7%
Administrative Salaries	7.8%	5.6%

District Expenditures & Services Funded

Adelanto Elementary School District spent an average of \$6,874 to educate each student (based on 2009-10 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.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,944
From Restricted Sources	\$1,136
From Unrestricted Sources	\$3,808
District	
From Unrestricted Sources	\$4,542
Percentage of Variation between School & District	-16.15%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-30.19%