



Theodore Vick Elementary School

10575 Seneca Road • Adelanto, CA 92301 • (760) 530-1750

adelanto Elementary School District

Judy Mitchell, Principal
www.aesd.net/schools/tedvick.php

*Serving Grades
Kindergarten through Six*

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Principal's Message

As principal of Theodore Vick Elementary School it is my pleasure to present to you our School Accountability Report Card. As a staff we believe it is important to maintain a strong academic focus and supportive environment that empowers all students and prepares them to be successful now and in the years to come. We know this cannot be achieved without help from parents and the community and we appreciate their ongoing support.

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. The Theodore Vick Elementary campus opened for student enrollment in the 2004-05 school year. At the beginning of the 2006-07 school year, 711 students were enrolled at Theodore Vick Elementary School. Student body demographics are shown to the right.

Student Enrollment by Ethnic Group

	Percentage
African American	20.3%
Asian	0.7%
Caucasian	12.1%
Filipino	0.1%
Hispanic	56.0%
Pacific Islander	0.6%
Multiple or No Response	10.3%

Discipline & Climate for Learning

School rules and policies are distributed to parents and students at the beginning of the year in the Parent-Student Handbook, and are reviewed throughout the year through weekly and monthly newsletters, Open House, Wednesday Envelopes, and assemblies.

The Suspensions and Expulsions table illustrates total cases, 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	44	69	48	1497	1783	1575
Suspension Rate	9.40%	11.18%	6.75%	21.97%	22.91%	18.44%
Expulsions	0	1	0	50	74	119
Expulsion Rate	0.00%	0.16%	0.00%	0.73%	0.95%	1.39%

Homework

Theodore Vick 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 in 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 school attendance, and aid in the prevention of behavioral problems.

Theodore Vick Elementary offers students the chance to participate in Homework Club, coed basketball, Accelerated Math, Accelerated Reader, Chorus, and Art Club. Students also have the opportunity to participate in the Reading With the Principal program, where students meet and read to the Principal for a prize.

Tutoring is available to students through the Homework Club and before school for those identified for targeted assistance.

Recognition Programs

Theodore Vick Elementary School has several student recognition programs that contribute to the positive environment of the school, including the weekly "Catch a Mustang Being Good," where recognized students have their names entered into a drawing for a prize. Student achievements are also recognized through award assemblies which highlight awards for student academics and classroom attendance. Three times a year, student writers read their work to their parents and friends during Author's Chair.

Class Size

Theodore Vick Elementary School maintained a school-wide average class size of 27.3 students and a pupil-to-teacher ratio of 25.4:1 for the 2006-07 school year. In addition to credentialed teachers, students in kindergarten may receive additional assistance in the classroom from parent volunteers. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment for the past three years.

Class Size Distribution									
			Classrooms Containing:						
Average Class Size			1-20 Students			21-32 Students		33+ Students	
05	06	07	05	06	07	05	06	05	06
K	35	31	28			1			
1	19	19	21	4	6	1	3		
2	31	27	26		1	2	3	3	
3	30	26	28			2	4	4	
4	33	25	31			4	3	2	1
5	34	28	29			4	5	2	
6	n/a	n/a	27				1		
K-3	27				1				
4-6	32				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 Theodore Vick Elementary School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

The importance of student attendance is stressed through newsletters, and at ELAC and Site Council meetings. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the attendance clerk who informs parents of student absences through phone calls and letters home. Theodore Vick Elementary uses student and classroom attendance awards as incentives for improving student attendance. The adjacent chart illustrates Theodore Vick Elementary's enrollment for the past three years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	70	93	97
1st	75	112	106
2nd	76	83	119
3rd	75	107	83
4th	87	106	130
5th	85	116	120
6th	n/a	n/a	56

Students are referred to the district's 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.

Counseling & Support Staff

It is a 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 as needed 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 adjacent chart indicates the support staff available to assist all students at Theodore Vick Elementary School.	Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent	
Health Aide	1	0.25	
Psychologist	3	As Needed	
Resource Specialist Program (RSP) Teacher	1	1.0	
RSP Aide	2	1.0	
SDC Aide	3	1.5	
Special Day Class (SDC) Teacher	1	1.0	
Speech and Language Specialist	1	As Needed	

Theodore Vick Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). A Resource Specialist Program (RSP) teacher assists students on a pull-out and in-class basis. Students in the Special Day Class are mainstreamed whenever possible. Theodore Vick Elementary provides English Language Learner (ELL) students with thirty minutes of specialized English Language Development (ELD) instruction within the classroom on a daily basis.

Theodore Vick Elementary School also offers students identified for the Gifted and Talented Education (GATE) program differentiated, in-class instruction.

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

Adelanto Elementary 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
6th	ELD	Hampton Brown	2001	Yes
K-5	ELD	Harcourt	2005	Yes
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes
6th	English/ Language Arts	Prentice Hall	2002	Yes
K-5	Health	Harcourt	2005	Yes
6th	Health	Holt	2005	Yes
6th	History/Social Studies	McDougal Littell	2006	Yes
K-5	History/Social Studies	Scott Foresman	2006	Yes
K-6	Mathematics	Scott Foresman	2002	Yes
K-5	Science	Britannica/Delta Foss Kits	1993	Yes
6th	Science	Prentice Hall	2000	Yes

Library Information

Theodore Vick Elementary celebrated the opening of its brand new library in the 2005-06 school year. The library contains 5,820 books and magazines for student use.

Students visit the library weekly with their class. Supervision is provided by a full-time Librarian. In addition, there is a professional library for teachers and DVD's for instructional support.

Computer Resources

Computer skills and concepts at Theodore Vick Elementary School are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms are connected to the Internet and have at least one computer. Theodore Vick opened a new computer lab in the 2005-06 school year which houses 32 computers with Internet access for student use. Students are trained on the following computer software programs: keyboarding and math skills software.

	Computer Resources		
	04-05	05-06	06-07
Computers	18	30	49
Students per computer	26	20.6	14.5
Classrooms connected to Internet	18	25	30

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.sbcity.gov/library/home.

Parent & Community Involvement

Parents are very active at Theodore Vick Elementary School, participating in the Parent Volunteer Program, parent trainings and workshops, Coffee with the Principal, Booster Club, School Site Council, ELAC, District Advisory Council, and the District English Language Advisory Council (DELAC). The school's special programs and performances are well attended by parents. The school maintains an open-door policy with all parents of Theodore Vick Elementary students. Parents are kept informed of school activities through the school calendar, newsletters, and weekly notices sent home.



Theodore Vick Elementary also shares a community partnership with Wal*Mart and PFF Bank & Trust.

Contact Information

Parents who wish to participate in Theodore Vick Elementary School's committees, school activities, or become volunteers may contact the main office at (760) 530-1750.

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.

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	B	3	3		
Similar Schools Rank	B	8	5		
All Students					
Actual Growth	B	16	37	737	
Socioeconomically Disadvantaged					
Actual Growth	B	13	58	714	
African American					
Actual Growth	B	-33	90	697	
Hispanic					
Actual Growth	B	30	40	727	
Caucasian					
Actual Growth	B	48	17	802	
English Learners					
Actual Growth	B	20	52	708	

"B" means the school did not have a valid 2005 API Base and will not have any growth information.

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	Yes	No	Yes	
API School Results	Yes		Yes		
Graduation Rate	N/A		N/A		

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	21	21	28	26	40	40
District	21	27	24	33	42	43
State	36	37	38	55	55	56
Males						
School	15	15	15	23	41	44
Females						
School	29	27	39	29	40	37
Socioeconomically Disadvantaged						
School	15	19	21	16	34	33
African American						
School	17	6	32	11	16	32
Hispanic						
School	11	22	21	18	44	38
Caucasian						
School	43	32	31	48	56	50
English Learners						
School	7	19	13	17	32	37

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.



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 (2007-08)	Year 2	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	6		2	3	4	5	6		2	3	4	5	6		2	3	4	5	6		5	6	7		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07		
All Students																													
School	32	42	36	15	19	23	45	36	41	31	30	19	31	46	53	61	30	45	40	43	31	59	24	36	32	52	10	31	31
District	26	34	37	15	23	24	36	34	40	31	29	27	28	38	45	50	32	43	51	42	42	58	32	36	39	33	16	20	24
State	42	47	48	31	36	37	47	49	51	43	43	44	42	56	59	59	54	58	58	50	54	56	44	48	49	42	28	32	37
Males																													
School	21	33	33	8	14	12	31	31	30	26	20	13	21	38	58	58	31	46	49	37	31	52	16	25	30	54	12	25	26
District	25	29	34	10	22	20	30	31	37	25	24	21	24	39	47	51	32	46	53	41	45	57	29	35	39	35	19	22	23
State	39	43	44	29	33	33	44	46	48	39	40	41	40	58	59	59	56	58	58	50	54	56	43	48	48	42	32	34	38
Females																													
School	43	50	38	24	25	33	57	39	53	35	39	26	39	53	48	65	29	44	34	47	30	66	31	48	35	52	8	37	36
District	28	40	39	21	23	29	42	37	43	36	34	31	32	37	43	49	32	41	50	43	40	59	34	38	38	32	13	18	23
State	45	50	53	35	39	41	52	54	55	46	47	48	45	55	57	58	54	56	57	51	55	58	45	48	49	41	26	30	35
Socioeconomically Disadvantaged																													
School	32	37	31	9	16	17	30	26	35	22	19	15	22	47	48	61	22	40	36	27	26	57	22	27	30	41	4	26	26
District	21	27	32	11	18	18	28	28	34	23	23	22	23	34	41	47	26	40	45	35	37	53	25	31	34	28	10	16	18
State	28	33	35	17	22	23	32	35	36	28	28	29	27	45	48	48	44	46	47	38	42	45	32	35	36	28	14	18	22
African American																													
School	19	33	25	17	13	26	38	33	23	24	9	14	*	29	33	52	22	19	25	31	21	32	19	23	26	*	0	14	21
District	22	26	28	10	18	20	34	27	30	24	25	19	20	24	30	38	20	30	35	36	31	44	20	27	25	21	7	16	14
State	34	38	39	22	27	27	35	37	39	30	30	32	29	42	44	44	39	41	42	34	38	41	28	31	32	24	16	18	22
Hispanic																													
School	35	43	37	7	19	17	40	29	44	27	19	18	24	44	59	62	16	51	38	35	26	69	20	28	30	53	7	26	28
District	26	31	35	13	22	21	31	32	39	25	25	26	26	39	46	48	31	45	49	41	44	60	31	36	39	35	12	18	21
State	28	33	35	17	22	23	32	35	37	27	29	30	28	44	47	48	43	46	48	38	43	46	33	36	37	29	14	18	23
Caucasian																													
School	40	35	*	30	28	25	45	64	53	39	62	32	75	60	55	*	61	60	63	55	64	60	30	62	53	75	17	48	58
District	35	44	52	22	33	32	48	43	58	44	41	37	38	47	55	67	45	54	68	52	45	68	43	45	49	42	28	29	40
State	61	65	66	51	55	56	68	69	71	63	63	64	61	73	74	74	70	73	72	65	68	70	58	64	63	58	49	52	58
English Learners																													
School	38	25	36	3	14	10	41	21	27	9	0	6	6	52	35	69	10	35	37	32	26	67	13	13	21	44	4	0	18
District	20	26	31	6	17	18	25	25	27	13	16	15	15	37	43	45	24	40	49	33	38	52	21	31	28	28	7	11	11
State	23	27	30	12	15	15	19	24	24	13	13	14	9	43	45	46	40	41	42	32	36	39	22	24	25	14	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, Theodore Vick 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, 22.1% of all fifth graders at Theodore Vick Elementary School met the standards in all six fitness areas.

Teacher Assignment

Adelanto Elementary School District recruits and employs the most qualified credentialed teachers available. For the 2006-07 school year, Theodore Vick Elementary School had 27 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. Theodore Vick 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	18	24	27	329
Without Full Credentials	0	2	1	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
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 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	Taught By Non-NCLB Compliant Teachers
School	92.0%	8.0%
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

The safety of students and staff is a primary concern at Theodore Vick 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 drop off and pickup from school, sexual harassment policy, and dress code policy.

Theodore Vick Elementary School reviews the plan annually and updates it as needed. The plan was last updated in May 2007 and reviewed with school staff. A copy of the safety plan is available to the public at the school office.

The designated area for student drop off and pick up is at the front of the school.

Fire drills are conducted monthly and earthquake drills are conducted once 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, Educational Aides 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 custodians to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Age & Condition of Facilities

Constructed in 2004, Theodore Vick Elementary School is one of the newest in the district. The school opened for students during the 2004-05 school year. The campus is comprised of 28 classrooms, two staff lounges, a multi-purpose room/cafeteria/gymnasium, and two playgrounds.

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

Theodore Vick 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 school's restrooms were in good working order. The table below displays the results of the most recent school facilities inspection collected in April 2008.

School Facility Conditions				
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/Vermilion 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	\$53,570
District	\$55,344
Percentage of Variation	3.21%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	12.19%

Teacher & Administrative Salaries as a Percentage of Total Budget

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		
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
Salaries as a Percentage of Total Budget		
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	\$4,312
From Restricted Sources	\$721
From Unrestricted Sources	\$3,591
District	
From Unrestricted Sources	\$4,368
Percentage of Variation between School & District	17.79%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	27.35%

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
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation
- Federal, Special Education, Discretionary Grants
- Class Size Reduction
- Peer Assistance & Review
- Staff Development
- Gifted & Talented Pupils