



Serving Grades  
Kindergarten through Six  
CDS: 36 67587 6035174

**District Administration**

**Dr. Edwin Gomez**  
Superintendent  
edwin\_gomez@aesd.net

**Ajay Mohindra**  
Chief Business Officer

**Todd Beal**  
Chief Personnel Officer

**Dr. Amy Nguyen-Hernandez**  
Chief Academic Officer

**Board of Education**

**Debra S. Jones,**  
President

**Evelyn Glasper,**  
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Members

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# Eagle Ranch Elementary School

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

Adelanto Elementary School District

Laura Ramos, Principal  
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## 2014-2015 School Accountability Report Card Published in the 2015-16 School Year

### SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### District Vision & Mission Statement

#### Mission Statement

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

#### Vision Statement

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

### Eagle Ranch Motto, Vision, and Mission Statements

#### Motto:

Eagle Ranch Elementary School - We are a school that empowers every student, family and staff member to make a difference, in their own lives and within the world.

#### Our Shared Vision:

Eagle Ranch Elementary School will transform the entire Eagle Ranch Elementary School Community. Every Eagle Ranch Elementary School Student, Family, and Staff Member has the individual potential and worth to succeed in life and to accomplish any goal they set. As a school community, we will inspire and believe in each other. We want our students, families, and staff members to see themselves as leaders today and for the rest of their lives.

#### Our Mission Statement:

Our mission at Eagle Ranch Elementary School is to prepare our students, families, and staff to be the kind of leaders that will create a brighter and better future. The "Seven Habits of Highly Effective People" will permeate and transform our school culture. We will help our students, families, and staff members see their potential to develop a vision for what they can become, to take charge of their lives, to work with peers to solve problems, and to make positive decisions about their well-being. Learning can and should be magical. All students will engage in effective instruction in all classrooms. As a school community, we will intervene as early as possible to make a difference in the lives of our students. We will provide support as needed to tap into each child's unlimited possibilities. All students need to understand how to not only harness their potential but to know who they are and what they stand for.

## District & School Profile (School Year 2014-15)

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow.

A highly competent staff has established a close rapport with the students and community. Additionally, the school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

## Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	20.7%
American Indian or Alaska Native	0.7%
Asian	1.3%
Filipino	0.5%
Hispanic or Latino	56.5%
Native Hawaiian or Pacific Islander	0.4%
White	16.3%
Two or More Races	3.6%
English Learners	16.6%
Socioeconomically Disadvantaged	80.1%
Students with Disabilities	15.4%
Foster Youth	1.5%

## School Enrollment & Attendance (School Year 2014-15)

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 Adelanto Elementary School District. 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. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home. Students can attend Saturday School to make-up absences.

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 behavioral problems.

The chart indicates the enrollment for the last three years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	110	91	110
1st	104	99	89
2nd	115	95	102
3rd	126	115	94
4th	145	137	108
5th	118	148	134
6th	132	108	128

## Conditions of Learning

### State Priority: Basic

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

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

## Highly Qualified Teachers (School Year 2014-15)

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". 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/>.

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 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	29	29	28	378
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	5	5	2	36

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

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	3	0	2
<b>Total Misassignments of Teachers</b>	<b>3</b>	<b>0</b>	<b>2</b>
Vacant Teacher Positions	0	0	3

## Textbooks & Instructional Materials (School Year 2015-16)

Adelanto Elementary School District held a public hearing on October 6, 2015 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. The table displays information collected in November 2015 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	Series	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
TK	English/ Language Arts	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
6th	Health	Holt	Decisions for Health	2005	Yes	0.0%
6th	History/Social Studies	McDougal Littell	Ancient Civilizations	2006	Yes	0.0%
TK	History/Social Studies	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	Yes	0.0%
K-6	Mathematics	P [ * * @c [ ] Á T á - ' á } Ð Harcourt	Go Math	2014	Yes	0.0%
TK	Mathematics	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-6	Science	P [ * * @c [ ] Á T á - ' á } Harcourt	CA Science	2007	Yes	0.0%
TK	Science	McGraw-Hill	Little Treasurers	2013	Yes	0.0%

## School Facilities & Safety (School Year 2015-16)

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. A new computer lab was added in the summer of 2014.

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

### 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.

School Facility Conditions				
Date of Last Inspection: 09/02/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YÜWJYbWm' / 'FY aYXJU' 5Whjcbg HU_Yb' cf' D'UbbYX
	Good	:UJf	Dccf	
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	15, 19, 23- Posts, beams, and supports for portable classrooms and ramps are damaged (work order #20342). Boys' & Girls' Restrooms 6th Grade- Posts, beams, and supports for portable classrooms and ramps are damaged. 15, 19, 23- Damage to exterior Restrooms 6th Grade-Damage to skirting, siding, and/or exterior vents (work order #20338). 15, 23, Boys' & Girls' Restrooms 6th Grade- Damage to stairway or ramp. 15, 19, 23- Signs of deterioration/dry rot/mold in structural components (work order #19865). 19- Damage to stairway or ramp (work order #20338). Boys' & Girls' Restrooms 6th Grade- Order { æ * ^c [ Á ^c ^á [ í Á ] æ } cÉÁ [ æ * ^á [ í Á , ) á * @Á , [ í \A order #19961). Boys' & Girls' Restrooms 6th Grade- Signs of deterioration/dry rot/mold in structural components. Supply Shed by Main Basketball Court- Signs of deterioration/dry rot/mold in structural components, Damage to exterior paint, plaster or , ) á * @Éæ } á Óæ { æ * ^c [ Á * á í c á } * É á * á á } * Éæ } á D [ í Á ^c ^á [ í Á vents (work order #20340).
External (Grounds, Windows, Doors, Gates, Fences)	X			Ö: [ * ] á * É Á Ü á * } á , &æ } c á & tæ & \ * É á í á } Á @æ : æ í á * É Á @ [ í * Á [ í Á deterioration (work order #20339).

# Pupil Outcomes

## State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	17	20	44
Mathematics (Grades 3-8 and 11)	11	11	33

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	104	102	98.1	42	41	10	7	102	98.1	45	30	21	4
Male	104	61	58.7	46	41	8	5	61	58.7	49	26	23	2
Female	104	41	39.4	37	41	12	10	41	39.4	39	37	17	7
Black or African American	104	26	25	58	35	8	0	26	25	62	35	4	0
American Indian or Alaska Native	104	2	1.9	--	--	--	--	2	1.9	--	--	--	--
Asian	104	1	1	--	--	--	--	1	1	--	--	--	--
Filipino	104	1	1	--	--	--	--	1	1	--	--	--	--
Hispanic or Latino	104	47	45.2	34	49	9	9	47	45.2	43	30	23	4
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	104	20	19.2	30	40	20	10	20	19.2	30	20	40	10
Two or More Races	104	4	3.8	--	--	--	--	4	3.8	--	--	--	--
Socioeconomically Disadvantaged	104	87	83.7	46	39	7	8	87	83.7	47	32	17	3
English Learners	104	17	16.3	53	35	6	6	17	16.3	53	24	24	0
Students with Disabilities	104	10	9.6	--	--	--	--	10	9.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	120	118	98.3	70	19	7	3	119	99.2	56	34	7	2
Male	120	48	40	69	25	6	0	49	40.8	57	33	8	2
Female	120	70	58.3	71	16	7	6	70	58.3	56	36	6	1
Black or African American	120	28	23.3	89	11	0	0	28	23.3	61	39	0	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	120	70	58.3	61	24	10	4	71	59.2	49	39	8	1
Native Hawaiian or Ūæ&i, &h* æ } â^!	--	--	--	--	--	--	--	--	--	--	--	--	--
White	120	15	12.5	67	20	7	7	15	12.5	73	7	13	7
Two or More Races	120	3	2.5	--	--	--	--	3	2.5	--	--	--	--
Socioeconomically Disadvantaged	120	98	81.7	76	17	5	2	99	82.5	61	33	5	0
English Learners	120	18	15	89	6	6	0	19	15.8	63	37	0	0
Students with Disabilities	120	19	15.8	74	21	0	5	19	15.8	79	11	5	5
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	140	134	95.7	69	16	11	4	134	95.7	78	19	3	1
Male	140	73	52.1	77	10	14	0	73	52.1	81	19	0	0
Female	140	61	43.6	61	23	8	8	61	43.6	74	18	7	2
Black or African American	140	25	17.9	84	16	0	0	25	17.9	88	12	0	0
American Indian or Alaska Native	140	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Asian	140	4	2.9	--	--	--	--	4	2.9	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	140	81	57.9	69	16	11	4	81	57.9	79	16	5	0
Native Hawaiian or Ūæ&i, &h* æ } â^!	140	1	0.7	--	--	--	--	1	0.7	--	--	--	--
White	140	13	9.3	62	8	23	8	13	9.3	54	46	0	0
Two or More Races	140	6	4.3	--	--	--	--	6	4.3	--	--	--	--
Socioeconomically Disadvantaged	140	115	82.1	73	17	9	1	115	82.1	82	17	1	0
English Learners	140	16	11.4	81	19	0	0	16	11.4	81	19	0	0
Students with Disabilities	140	25	17.9	96	0	4	0	25	17.9	84	16	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

## California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	129	127	98.4	35	40	23	2	127	98.4	57	32	8	2
Male	129	64	49.6	44	36	19	2	64	49.6	59	30	8	3
Female	129	63	48.8	27	44	27	2	63	48.8	56	35	8	2
Black or African American	129	25	19.4	60	28	12	0	25	19.4	76	20	4	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	129	2	1.6	--	--	--	--	2	1.6	--	--	--	--
Filipino	129	2	1.6	--	--	--	--	2	1.6	--	--	--	--
Hispanic or Latino	129	70	54.3	33	41	24	1	70	54.3	56	34	7	3
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	129	20	15.5	25	45	30	0	20	15.5	55	40	5	0
Two or More Races	129	7	5.4	--	--	--	--	7	5.4	--	--	--	--
Socioeconomically Disadvantaged	129	102	79.1	42	41	17	0	102	79.1	64	30	5	1
English Learners	129	20	15.5	50	40	10	0	20	15.5	85	10	5	0
Students with Disabilities	129	20	15.5	75	10	15	0	20	15.5	85	10	0	5
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### 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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	30	33	28	34	34	32	59	60	56

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

#### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	32
School	28
African American/Black	20
Hispanic or Latino	26
White	50
Males	25
Females	32
Socioeconomically Disadvantaged	24
English Learners	8
Students with Disabilities	7

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

## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### Physical Fitness (School Year 2014-15)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. 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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.8%	19.8%	9.2%

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

## Engagement

### State Priority: Parental Involvement

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

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

### Parent & Community Involvement (School Year 2014-15)

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

### State Priority: School Climate

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

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

### Discipline & 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 table illustrates the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.5%	3.7%	3.2%	0.0%	0.0%	0.0%
District	5.7%	4.1%	4.7%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

### Safe School Plan (School Year 2015-16)

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 August 2015 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.

## Other SARC Information

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

### Adequate Yearly Progress (AYP) (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Attendance Rate	N/A	N/A	N/A	N/A	N/A	N/A
Met Graduation Rate	Yes		Yes		Yes	
	N/A		N/A		Yes	

### Federal Intervention Program (School Year 2015-16)

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	-	2006-07
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	53.9%

### Class Size

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	28	28	24	1	-	1	3	4	4	1	-	-
1	31	28	26	-	-	-	2	2	3	-	-	-
2	33	28	27	-	-	-	2	4	4	-	-	-
3	31	28	23	-	-	-	3	4	4	-	-	-
4	32	32	25	-	-	-	3	4	4	1	-	-
5	30	28	31	-	1	-	4	3	4	-	1	-
6	32	25	28	-	1	1	3	4	4	1	-	-
Other	21	10	-	-	1	-	-	-	-	-	-	-



## Counseling & Support Staff (School Year 2014-15)

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. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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 along with resources in Reading Wonders and Go Math.

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.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Health Clerk	1	0.5
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	4	3.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	1.0
Teacher for Severely Handicapped (SHD)	1	1.0

## Library & Computer Resources

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 skills and concepts at Eagle Ranch Elementary School are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each grade level has access to 40 chromebooks. Students have access to many programs that are aligned with Common Core Curriculum and Standards for English, Math and English as a Second Language including: Accelerated Reader, Accelerated Math, Math Facts in a Flash, Think Center, Connect Ed, Lexia Core 5, Lexia Strategies.

## Additional Internet Access & Public Libraries

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

## Professional Development

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.

## Extracurricular Activities & Student Recognition

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, Think Together, art, and music.

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, academic awards and leadership awards.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$64,161
District	\$64,161
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$72,993
Percentage of Variation	-12.1%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$39,386	\$43,091
Mid-Range Teachers	\$62,542	\$70,247
Highest Teachers	\$93,436	\$89,152
Elementary School Principals	\$142,878	\$112,492
Middle School Principals	\$148,971	\$116,021
High School Principals	-	\$117,511
Superintendent	\$188,008	\$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	41.0%
Administrative Salaries	8.0%	6.0%

## District Revenue Sources (Fiscal Year 2014-15)

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

## District Expenditures (Fiscal Year 2013-14)

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	\$5,395
From Supplemental/Restricted Sources	\$1,391
From Basic/Unrestricted Sources	\$4,005
District	
From Basic/Unrestricted Sources	\$5,105
Percentage of Variation between School & District	-21.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-25.1%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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>.