South Ranchito Elementary School

School Accountability Report Card

GRADES K-5
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Margaret Norman, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Welcome to South Ranchito Elementary School. The mission of South Ranchito Elementary School, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in a supportive environment. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and technologically advanced society. Parents and staff work together to provide a safe and nurturing environment to maximize learning. We believe that all students can and will learn. We provide a strong focus on literacy, encouraging students to read for enjoyment, and to use reading to seek information. Instruction is organized around the California Standards in all subjects. South Ranchito Elementary receives Title I funds to support students who are not meeting the grade level California Standards, and in January 2011, we began the implementation of the Response to Instruction (RTI) process during our Language Arts block.

We are proud of the fact that grades 2 and 3 improved their CST test scores this year as well as our 4th graders in the area of Writing.

Parental involvement is a very important part of South Ranchito's educational plan. We encourage all parents to read with their children, to monitor their academic progress, and to participate in school functions. Our school and district also offers a variety of educational workshops for our community.

Our school also provides after school tutorial services for all students and we encourage parents to communicate with their child's teacher or principal to receive these services.

Parental Involvement

South Ranchito Elementary School has a strong group of volunteers and community supporters. Volunteers help our staff prepare classroom materials, assist in the classroom, in the office, in school beautification projects, and in various school functions. The Parent Teacher Association (PTA) is actively involved in educational projects, such as field trips and recognition of students and also host fundraising events such as the Book Fair, Chuck E. Cheese and Fresh and Easy Night.

Local, statewide, and national businesses and foundations also support South Ranchito Elementary with donations such as classroom library books, and various items, including dental services for families without insurance. In December, 2011, the Credit Union of Southern California will donate holiday gifts to every child in our school that our age and gender appropriate. Nestle and Superior Grocers is donating $1,000 to our school to promote nutrition, health and wellness education.

We have a very active School Site Council that meets on a monthly basis. We also offer regular Parent Educational classes to our school community. This year we will offer an educational Internet training class to our parents.

Volunteer parents run our after-school boys' and girls' soccer programs, as well as our annual Talent Show and our Father/Daughter Dance. This year, volunteers are participating in our RTI process.

For more information on how to become involved at the school, please contact Sandy Herrera, PTA President, at (562) 801-5177.

"The mission of South Ranchito Elementary School, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in a supportive environment."

El Rancho Unified School District

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Dr. Myrna Rivera Coté
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
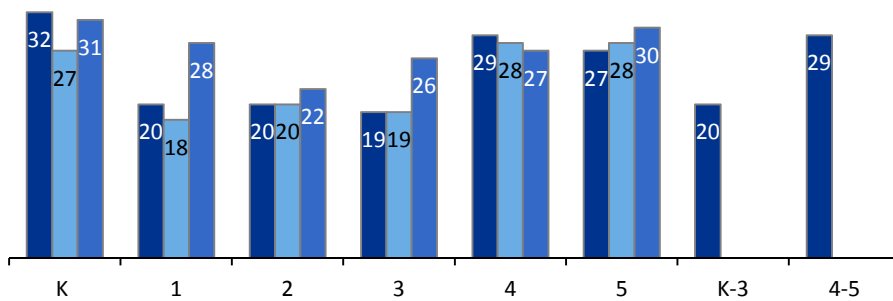
South Ranchito Elementary School

Class Size

■ 08-09 □ 09-10 ■ 10-11

The bar graph displays the three-year data for average class size.

Bar graph values by grade (08-09, 09-10, 10-11):
- K: 32, 27, 31
- 1: 20, 18, 28
- 2: 20, 20, 22
- 3: 19, 19, 26
- 4: 29, 28, 27
- 5: 27, 28, 30
- K-3: 20
- 4-5: 29

Class Size Distribution — Number of Classrooms By Size								
	08-09			09-10			10-11		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2	1		3			2	1
1	2	4		3	2			4	
2	4	2		3	1		1	4	
3	3	2		3	2			4	
4		3			4		1	4	
5		3			4			4	
K-3	1								
4-5		1							

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages. These programs include:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential.
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies.
- Certificated and Staff Training
- Site Administrator Training

We dedicate three full days and approximately 18 half days towards professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, district and schoolwide action plans. Our intern teachers are supported by University Supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and Special Population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

"The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/ staff at all learning stages."

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram®* is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:
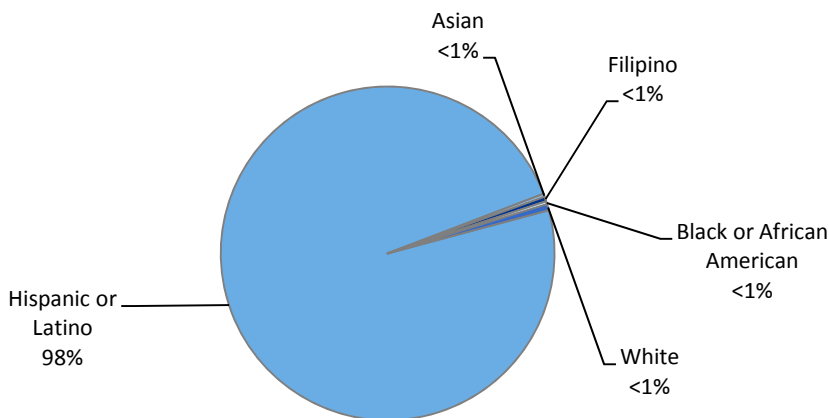
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram®*. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test	
	South Ranchito ES
Percentage of Students Meeting Fitness Standards	**Grade 5**
Four of Six Standards	32.1%
Five of Six Standards	20.5%
Six of Six Standards	29.5%

Enrollment and Demographics

The total enrollment at the school was 672 students for the 2010-11 school year.*

Asian <1%
Filipino <1%
Black or African American <1%
White <1%
Hispanic or Latino 98%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

"We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally."

School Safety

The School Safety Plan (SSP) was reviewed and updated in October 2011. The SSP includes procedures for emergency situations, such as fire, earthquakes, and lockdown procedures. Our district was the recipient of the Readiness and Emergency Management for Schools Grant. The extent of our training is very comprehensive.

Staff members have been assigned specific roles during emergency procedures. We have monthly earthquake and fire drills (announced and unannounced) at various times during the school day. Each classroom has a backpack with emergency supplies.

Our school implements a closed campus policy before the school day begins. School gates remain locked during school hours. All visitors must report to the main office and are to follow procedures as directed by office staff. Students are supervised at all times, including lunch and recess.

Student Enrollment by Group

South Ranchito ES	
Socioeconomically Disadvantaged	72.3%
English Learners	56.4%
Students with Disabilities	8.3%

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/07/2011
Date of the Most Recent Completion of the Inspection Form			09/07/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Electrical	Televisions at various locations need to be secured (Secured 11/11)

School Facilities

South Ranchito Elementary School was built in 1952. It has 30 classrooms, a library with 3,500 books and 150 computers, and a cafeteria/multipurpose room, including a stage. Teachers and students have access to the Internet from their classrooms, and all school facilities are handicapped accessible, including the stage.

Students at South Ranchito enjoy the playground—which includes a jungle gym and an apparatus to build upper body strength as well as volleyball and basketball courts—four-square, dodge ball, and tetherball areas, as well as relay lanes and hopscotch. We also have soccer goals. South Ranchito is staffed with a head custodian and two night custodians. Night custodians also clean adjacent District offices.

Continued on sidebar

School Facilities

Continued from left

El Rancho Unified School District sends groundskeepers on a rotating basis, three days per week.

In 2009 our District added an additional parking lot and a drop-off area to improve safety and the traffic flow on the main street (Passons Blvd.). Last year, one of our former students was in the process of earning his Eagle Scout award and did a beautification project at our school. It really enhanced the landscaping.

The District participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted $570,920 for the Deferred Maintenance Program. This represents .075% of the District's general fund budget.

Textbooks and Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	2009

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	09/2011

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.
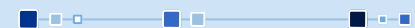
Suspension and Expulsion Rates						
	South Ranchito ES			**El Rancho USD**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
Suspension Rate	0.077	0.063	0.040	0.086	0.093	0.103
Expulsion Rate	0.001	0.000	0.000	0.005	0.004	0.005

✧   Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

South Ranchito ES	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

South Ranchito ES	
Quality of Textbooks	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	South Ranchito ES			El Rancho USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	38%	40%	38%	40%	44%	45%	49%	52%	54%
Mathematics	52%	56%	49%	36%	40%	40%	46%	48%	50%
Science	37%	45%	44%	42%	46%	50%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
	Spring 2011 Results		
Group	English-Language Arts	Mathematics	Science
All Students in the District	45%	40%	50%
All Students at the School	38%	49%	44%
Male	35%	51%	51%
Female	41%	47%	38%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	38%	49%	44%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	37%	50%	43%
English Learners	29%	49%	19%
Students with Disabilities	33%	44%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	**2009**	**2010**
Statewide API Rank	3	3	3
Similar Schools API Rank	5	4	5

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

	2011 Growth API						South Ranchito ES — Actual API Change		
	South Ranchito ES		El Rancho USD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students	431	751	7,458	753	4,683,676	778	10	15	-9
Black or African American	0	■	28	739	317,856	696	■	■	■
American Indian or Alaska Native	0	■	9	■	33,774	733	■	■	■
Asian	1	■	18	883	398,869	898	■	■	■
Filipino	1	■	27	822	123,245	859	■	■	■
Hispanic or Latino	424	750	7,281	753	2,406,749	729	10	14	-8
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	■	■	■
White	2	■	78	708	1,258,831	845	■	■	■
Two or More Races	0	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	369	752	5,396	745	2,731,843	726	6	18	0
English Learners	234	740	2,851	713	1,521,844	707	-14	35	1
Students with Disabilities	45	616	783	562	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

"Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation."

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	South Ranchito ES		El Rancho USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✄		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	South Ranchito ES	El Rancho USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50%

✄ Not applicable. The graduation rate for AYP criteria applies to high schools.

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- State Preschool Program
- School Library Grant
- Title III (Emergency Immigrant)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	El Rancho USD	**South Ranchito ES**		
Teachers	**10-11**	**08-09**	**09-10**	**10-11**
With Full Credential	418	32	30	26
Without Full Credential	7	1	1	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	South Ranchito ES		
	09-10	**10-11**	**11-12**
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
South Ranchito ES	100.0%	0.00%
All Schools in District	94.67%	5.33%
High-Poverty Schools in District	94.67%	5.33%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	**FTE**
Literacy Coach	1.0
Resource Specialist Teacher	1.0
Health Clerk/Clerk	1.0
Two Intern Psychologist	1.0

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	**El Rancho USD**	**Similar Sized District**
Beginning Teacher Salary	$42,595	$41,035
Mid-Range Teacher Salary	$64,566	$65,412
Highest Teacher Salary	$82,128	$84,837
Average Principal Salary (Elementary School)	$107,386	$106,217
Average Principal Salary (Middle School)	$107,473	$111,763
Average Principal Salary (High School)	$128,585	$121,538
Superintendent Salary	$168,349	$197,275
Teacher Salaries — Percent of Budget	41%	39%
Administrative Salaries — Percent of Budget	5%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
South Ranchito ES	$4,103	$73,314
El Rancho USD	$4,107	$65,732
California	$5,455	$67,667
School and District — Percent Difference	-0.1%	+10.3%
School and California — Percent Difference	-32.9%	+7.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
South Ranchito ES	
Total Expenditures Per Pupil	$5,370
Expenditures Per Pupil From Restricted Sources	$1,266
Expenditures Per Pupil From Unrestricted Sources	$4,103
Annual Average Teacher Salary	$73,314

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Accountability Report Card

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