

# Rivera Elementary School

Roxane Fuentes, Principal

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-5  
<http://re.erusd.org>



## El Rancho Unified School District

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### Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card (SARC). The main objective of the report is to inform the public about conditions and progress being made at Rivera Elementary School. Within the confines of the following pages, you will acquire a better understanding of the quality educational program we offer at Rivera Elementary School.

The entire staff at Rivera Elementary School is committed to student achievement and to academic excellence. School goals are collaboratively planned to represent a broad-based curriculum for all of our students. At Rivera Elementary, quality education is a combination of well-planned instructional programs, a knowledgeable staff, and a safe, nurturing learning environment.

Rivera Elementary School received an API score of 848 for the 2011-2012 school year. This is the highest API score received by an elementary school in the El Rancho Unified School District. This academic excellence was the combined efforts of the students, staff and parents of Rivera Elementary.

Rivera Elementary School was recognized in 2003 and 2007 as qualifying for a California Distinguished School, in 2003 and 2008 was named a Title I Achieving School, and in 2007, 2008 and 2010 as a Honor Roll School by the California Business for Education Excellence and Just for Kids.

We welcome your comments, suggestions, or questions to assist us in improving our academic program for all of our students.

*Roxane Fuentes, Principal*

### Parental Involvement

Parents and community members are very supportive of the educational program at Rivera Elementary. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Parents are encouraged to participate in School Site Council (SSC), Parent Teacher Organization (PTO), and to volunteer inside or outside of the classroom.

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components of the school, discusses the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and acts as a communication liaison between the community and the school.

In February of 2006, the PTO was formed. This organization has been a positive and dynamic force on the campus. They have sponsored numerous family activities—Boutiques for Christmas, Mother's Day, Father's Day, and Valentine's Day Grams, Lunch with Someone Special to name just a few—and many other activities that promote parent/school collaboration.

A calendar of events is posted on the Rivera Elementary website ([re.erusd.org](http://re.erusd.org)) to keep the school community informed of school activities. The marquee also lists the school activities. Families also receive a weekly TeleParent message sharing important school news for the week.

The school community has been very supportive of Family Nights for Rivera Elementary. During the Spring once a month, fundraisers are held at designated Pico Rivera restaurants where teachers, parents, and students have a chance to converse and discuss common concerns regarding the students.

For more information on how to become involved at the school, please contact Roxane Fuentes, Principal, at (562) 801-5095.



### School Accountability Report Card

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.



2011-12 SARC



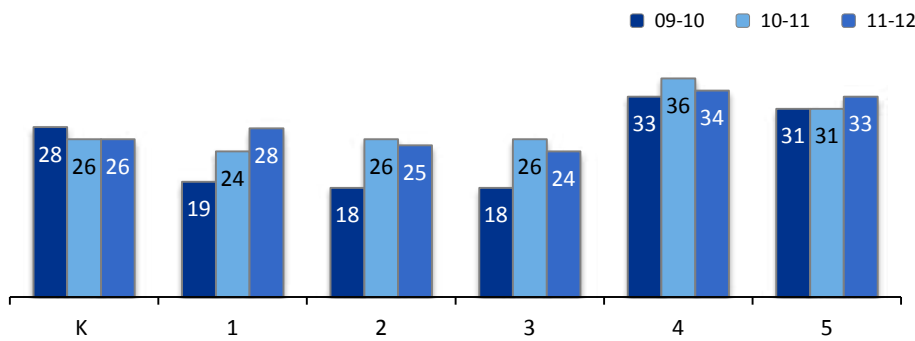
### District Mission Statement

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.

**Class Size**

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

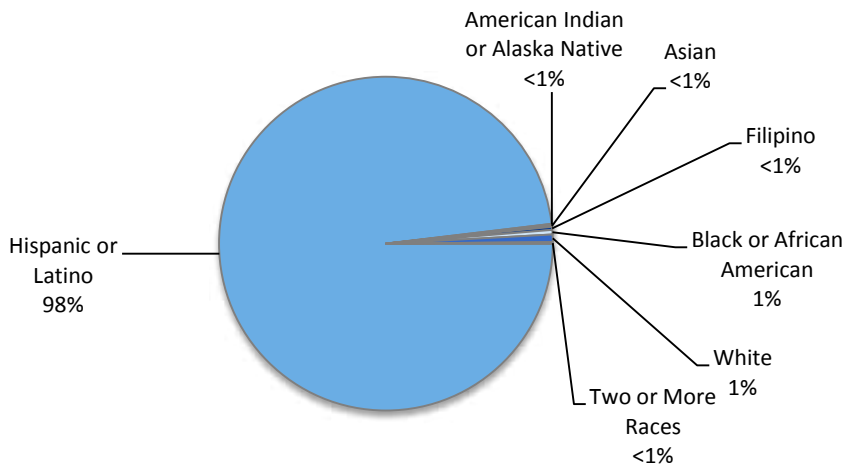
Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		4			5		
1	6			5			4		
2	5			5			5		
3	6			4			5		
4		2	2			3			3
5	1	3		4			1		2

**Enrollment and Demographics**

The total enrollment at the school was 687 students for the 2011-12 school year.\*

Demographics

2011-12 School Year



\* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

**Class Size**

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



**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/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards

2011-12 School Year

Grade 5

Four of Six Standards	27.00%
Five of Six Standards	18.00%
Six of Six Standards	17.00%

### School Facility Items Inspected

The table shows 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			10/22/2012
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/22/2012

### School Facilities

Rivera Elementary School was constructed in 1952. The school provides a safe, attractive campus that meets the needs of students, staff, and volunteers. The campus recently completed a three-phase modernization program that included the wiring of all permanent classrooms and offices for Internet access, new telephones, new fire alarms, new video/data, the installation of air conditioners, new electrical drops, new lighting, new flooring, new paint, and modernization of some of the student bathrooms. There are 31 classrooms (16 permanent), one cafeteria/multipurpose room, one school office, and one library.

Modernization of the remaining student and staff bathrooms and asphalt re-paving was done during the summer of 2005 as part of Measure A bond monies. In 2006, a loading and unloading zone was established to provide a safe and secure area for parents to drop off or pick up their children. This loading and unloading zone was extended during the summer of 2010. During the summer of 2006 the library building was replaced. All of the windows throughout the campus were replaced during the summer of 2007.

Two full-time custodians (one for the day and one and for the evening) ensure classrooms, restrooms, and campus grounds are kept clean and safe. Repair of necessary facilities are prioritized by the maintenance department, and completed in a timely fashion. A scheduled maintenance program is administered by the El Rancho Unified School District to ensure all classrooms and facilities are well maintained and provide a positive learning environment.

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 2012-13 school year, the District budgeted \$430,800 for the Deferred Maintenance Program. This represents .0106% of the District's general fund budget.

*"Rivera Elementary School received an API score of 848 for the 2011-2012 school year. This is the highest API score received by an elementary school in the El Rancho Unified School District."*



### School Safety

The Rivera School Safety Plan (SSP) is reviewed annually to assure staff awareness. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October of 2011. The Plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies and other disaster emergency supplies. The SSP is available for review in the school office.

Rivera Elementary School is a secured campus. All visitors must enter and exit via the front school office. School staff members supervise the playgrounds. In addition, District police units are available to further assure the safety of children before, during, and after school. All visitors must check in at the office and wear an appropriate visitor's pass.



### 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		2012-13 School Year
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

### Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2012-13 School Year
Subject	Rivera ES	
	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 textbooks and instructional materials.

Quality of Textbooks		2012-13 School Year
Criteria	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	

✧ Not applicable.

### 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			
Rivera ES			
	09-10	10-11	11-12
Suspension Rates	0.006	0.012	0.010
Expulsion Rates	0.000	0.000	0.000
El Rancho USD			
	09-10	10-11	11-12
Suspension Rates	0.093	0.103	0.086
Expulsion Rates	0.004	0.005	0.003



### Currency of Textbook Data

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

Currency of Textbook	
2012-13 School Year	
Data Collection Date	10/2012



### STAR Results for All Students

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.

Students Scoring at Proficient or Advanced Levels			Three-Year Data Comparison						
Subject	Rivera ES			El Rancho USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	56%	55%	61%	44%	45%	50%	52%	54%	56%
Mathematics	60%	64%	67%	40%	40%	44%	48%	50%	51%
Science	63%	50%	64%	46%	50%	51%	54%	57%	60%

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

Students Scoring at Proficient or Advanced Levels		Spring 2012 Results		
Group	English-Language Arts	Mathematics	Science	
All Students in the District	50%	44%	51%	
All Students at the School	61%	67%	64%	
Male	54%	63%	61%	
Female	68%	71%	67%	
Black or African American	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	❖	❖	❖	
Filipino	❖	❖	❖	
Hispanic or Latino	61%	68%	65%	
Native Hawaiian or Pacific Islander	❖	❖	❖	
White	❖	❖	❖	
Two or More Races	❖	❖	❖	
Socioeconomically Disadvantaged	58%	66%	63%	
English Learners	36%	55%	29%	
Students with Disabilities	63%	74%	❖	
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 begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/info/guide12.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/info/guide12.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf).

### API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	4	6	6
Similar Schools API Rank	3	7	4

### 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 2012 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 at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Rivera ES – Actual API Change		
	Rivera ES		El Rancho USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	428	848	7,275	771	4,664,264	788	41	11	26
Black or African American	3	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	1	■	7	■	31,606	742	■	■	■
Asian	1	■	18	844	404,670	905	■	■	■
Filipino	1	■	25	906	124,824	869	■	■	■
Hispanic or Latino	419	850	7,113	771	2,425,230	740	43	11	29
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	2	■	68	761	1,221,860	853	■	■	■
Two or More Races	1	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	327	837	5,439	764	2,779,680	737	50	16	14
English Learners	176	837	2,829	737	1,530,297	716	72	10	18
Students with Disabilities	27	804	823	578	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

### 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 2011-12. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2011-12 School Year		
	Rivera ES		El Rancho USD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✘		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 2012-13 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		2012-13 School Year	
	Rivera ES	El Rancho USD	
<b>Program Improvement Status</b>	Not In PI	In PI	
<b>First Year of Program Improvement</b>	◇	2008-2009	
<b>Year in Program Improvement</b>	◇	Year 3	
<b>Number of Schools Identified for Program Improvement</b>			7
<b>Percent of Schools Identified for Program Improvement</b>			50.00%

### 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.

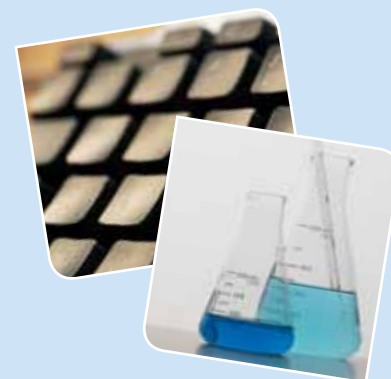
- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

### 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 (B TSA) 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.



### 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	Three-Year Data Comparison			
	El Rancho USD	Rivera ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	404	30	26	26
Without Full Credential	6	1	0	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	Three-Year Data Comparison		
	Rivera ES		
Teachers	10-11	11-12	12-13
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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Rivera ES	96.27%	3.73%
All Schools in District	95.06%	4.94%
High-Poverty Schools in District	95.06%	4.94%
Low-Poverty Schools in District	✧	✧

### NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

✧ 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 Data	
2011-12 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
<b>Support Staff</b>	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
<b>Other</b>	
Instructional Coach	1.0





### Financial Data

The financial data displayed in the SARC is from the 2010-11 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://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	2010-11 Fiscal Year	
	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$41,656	\$40,656
Mid-Range Teacher Salary	\$63,140	\$64,181
Highest Teacher Salary	\$80,315	\$82,486
Average Principal Salary (Elementary School)	\$104,051	\$102,165
Average Principal Salary (Middle School)	\$104,387	\$108,480
Average Principal Salary (High School)	\$125,424	\$117,845
Superintendent Salary	\$200,241	\$181,081
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

### 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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rivera ES	\$3,653	\$62,319
El Rancho USD	\$4,177	\$65,540
California	\$5,455	\$66,336
School and District — Percent Difference	-14.3%	-5.2%
School and California — Percent Difference	-49.3%	-6.4%

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](http://www.ed-data.k12.ca.us/Pages/Home.aspx). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

### 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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,491
Expenditures Per Pupil From Restricted Sources	\$838
Expenditures Per Pupil From Unrestricted Sources	\$3,653
Annual Average Teacher Salary	\$62,319



### 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)
- Economic Impact Aid (EIA)/ Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)