Rivera Middle School

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

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GRADES 6-8
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Principal's Message

Welcome to Rivera Middle School's School Accountability Report Card. I am very proud to have been given the honor of being Rivera Middle School's principal. I am dedicated to making this school a place that is good for kids. Because of everyone's hard work, we have been recognized as a California Distinguished School. We are very proud of our students' accomplishments and look forward to many more.

Rivera Middle School has made the following commitment:

- We will not let students off the hook for failing to learn.
- We will make students do what is necessary to succeed.
- We will not give students the easy way out.
- We will give students extra time and support.

Our focus is on what students have learned. We provide a variety of experiences that are well planned and articulated to give all students the opportunity to develop their skills to the fullest. We are proud of the fact that we have one of the highest success rates of students taking and scoring proficient on the California Standards Test in Algebra and Geometry.

At Rivera, we are solution oriented. We believe everyone is part of making this school a good place for kids. Everyone can come in and address concerns and suggest solutions to make our school a place where children come first. With the assistance of parents, teachers, staff, and students, we provide a safe learning environment that promotes success in all curricular and extracurricular programs.

Our goal is to prepare our students for success in a complex society. This requires dedication to being the best we can be. We provide a challenging curriculum based on the State Standards, teachers who are dedicated to improving the profession and administrative staff that is focused on supporting the learning community.

--

Andrew Alvidrez, Principal

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.
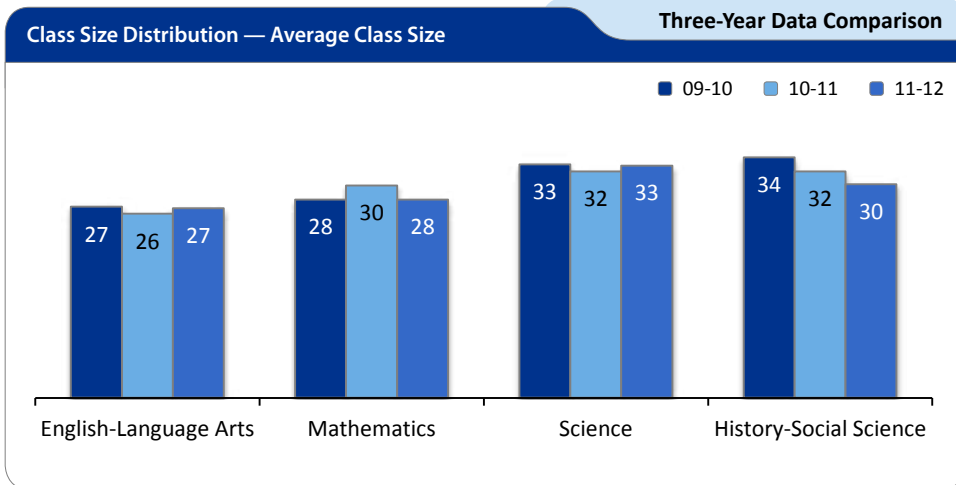
District Mission Statement

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

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.
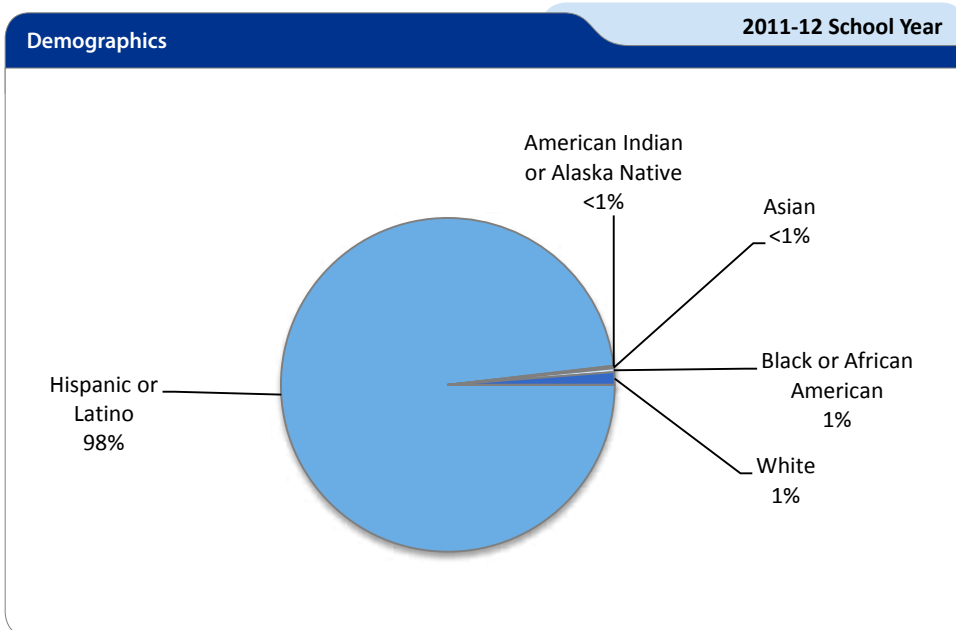
Class Size Distribution — Average Class Size
Three-Year Data Comparison

Legend: ■ 09-10 ■ 10-11 ■ 11-12

Subject	09-10	10-11	11-12
English-Language Arts	27	26	27
Mathematics	28	30	28
Science	33	32	33
History-Social Science	34	32	30

Class Size Distribution — Number of Classrooms by Size
Three-Year Data Comparison

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	12	30	5	6	21	3	7	14	3
Mathematics	3	20	2		15	5	2	16	3
Science		10	11	1	7	12	1	3	11
History-Social Science		10	11	1	6	14	4	6	11

Enrollment and Demographics

The total enrollment at the school was 820 students for the 2011-12 school year.*

Demographics
2011-12 School Year

- Hispanic or Latino 98%
- American Indian or Alaska Native <1%
- Asian <1%
- Black or African American 1%
- White 1%

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

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/.

Percentage of Students Meeting Fitness Standards
2011-12 School Year

Grade 7	
Four of Six Standards	18.20%
Five of Six Standards	16.80%
Six of Six Standards	50.40%

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
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/23/2012
Date of the Most Recent Completion of the Inspection Form			10/23/2012

School Facilities

Rivera Middle School provides a safe, attractive campus that meets the needs of students and staff. Campus safety is a must. Administration, teachers, and staff continuously monitor student behavior and discipline. Teachers are assigned supervision both before school and after school.

Teachers also make it a practice to line students up at the door prior to the beginning of each period, ensuring supervision between class periods. The administrative staff makes it a practice to be out between class periods to monitor student movement.

Two school security officers monitor student safety during lunch. An open-door policy exists in the office to enable students to resolve conflicts prior to them becoming real problems.

The school presently contains 38 classrooms, two gymnasiums, a large dual-use athletic field, a library with approximately 10,120 books, and five computers. All classrooms and buildings have internet access and possess at least one computer, with most classrooms having two or more. Most classrooms have been made handicapped accessible.

Built in 1952, Rivera Middle School has undergone several renovations to include new floors, light fixtures, paint, electrical and Ethernet wiring, and air conditioning. The campus restroom facilities have all been modernized and are working; one hundred percent of the restroom facilities are in working condition. The most recent renovation is the modernization of the north facing classroom windows.

The custodial staff consists of the head custodian and two night custodians, who are responsible for cleaning and ensuring that all facilities are in good repair. They are onsite between 7 a.m. and 11 p.m. The school administration, teachers, and custodians conduct a daily inspection, and promptly report deficiencies to the District Office and/or the school custodial staff.

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School Facilities

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Follow-up inspections of the school plant are conducted to ensure necessary corrective actions have been taken.

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.

School Safety

The School Safety Plan is reviewed and updated bi-annually. The most recent review was in September 2012. The Safety Plan has been standardized with the District Standard Emergency Management System (SEMS) plan and includes most possible scenarios related to school safety. Earthquake and fire drills are conducted regularly to prepare all students and staff. To assure effective preparedness in case of an emergency, staff members review each drill. The school maintains disaster emergency supplies.

Rivera Middle School is a secured campus. All visitors must enter and exit via the front school office. School staff supervises the playgrounds. In addition, District police units are available to further assure the safety of children before, during, and after school. We strive to ensure that Rivera Middle School is a safe and conducive environment for learning.

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
English-Language Arts	Timeless Voices, Prentice Hall (7-8)	2009
English-Language Arts	Timeless Themes, Prentice Hall (7-8)	2009
Mathematics	California Standards-Driven Mathematics, CGP (6-7)	2010
Mathematics	Algebra I (Algebra Connections), CPM (8)	2010
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6)	2009
Science	Focus on Life Science California Edition, Glencoe/McGraw-Hill (7)	2009
Science	Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8)	2009
History-Social Science	World History: Ancient Civilization, McDougal Littell (6)	2009
History-Social Science	World History: Medieval and Early Modern Times, McDougal Littell (7)	2009
History-Social Science	Creating America: Beginning through World War I, McDougal Littell (8)	2009
ELD	High Point, Hampton-Brown (6-8)	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	2012-13 School Year
Data Collection Date	10/2012

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.

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	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	✧
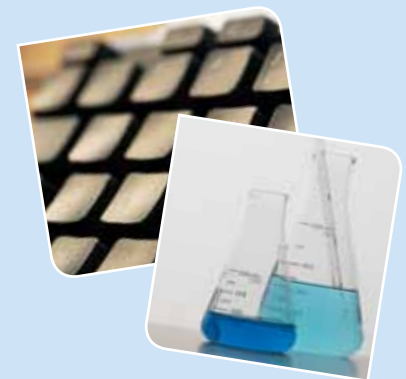
School Mission Statement

The mission of Rivera Middle School is to provide an educational environment that enhances the ability of all students. While creating a partnership with our community we can guide, direct, and support our students by creating:

- Effective and engaging learning environments.
- Achievement for all to promote growth and success in this new age of technology.
- Goal-oriented learning as set forth by the California State Standards.
- Life-long learners that can meet the challenges of a constantly changing global community.
- Equity for all students.
- Self-esteem, self-confidence, socially accepted behavior, and a safe environment.

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, science, and history-social science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Rivera MS			**El Rancho USD**			**California**		
Subject	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
English-Language Arts	51%	58%	64%	44%	45%	50%	52%	54%	56%
Mathematics	48%	45%	52%	40%	40%	44%	48%	50%	51%
Science	52%	68%	66%	46%	50%	51%	54%	57%	60%
History-Social Science	37%	54%	58%	35%	45%	49%	44%	48%	49%

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

Students Scoring at Proficient or Advanced Levels				Spring 2012 Results
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the District	50%	44%	51%	49%
All Students at the School	64%	52%	66%	58%
Male	57%	48%	73%	62%
Female	71%	57%	57%	54%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	64%	52%	66%	58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	73%	64%	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	64%	51%	63%	58%
English Learners	26%	28%	18%	14%
Students with Disabilities	37%	27%	0%	21%
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/.

RMS Commitment

- We will not let students off the hook for failing to learn.
- We will make students do what is necessary to succeed.
- We will not give students the easy way out.
- We will give students extra time and support.

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/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	5	6	6
Similar Schools API Rank	7	8	8

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						Rivera MS – Actual API Change		
	Rivera MS		El Rancho USD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students	777	824	7,275	771	4,664,264	788	28	20	20
Black or African American	3	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	0	■	7	■	31,606	742	■	■	■
Asian	1	■	18	844	404,670	905	■	■	■
Filipino	0	■	25	906	124,824	869	■	■	■
Hispanic or Latino	763	824	7,113	771	2,425,230	740	29	19	21
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	10	■	68	761	1,221,860	853	■	■	■
Two or More Races	0	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	560	817	5,439	764	2,779,680	737	39	15	25
English Learners	236	768	2,829	737	1,530,297	716	51	5	22
Students with Disabilities	94	597	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/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	Rivera MS		El Rancho USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	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 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program		2012-13 School Year
	Rivera MS	El Rancho USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		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.

Parental Involvement

Parent and community involvement are sought in all of our activities. Our school has an open-door policy where parents may meet with the administration to discuss any issues. Along with this policy, the School Site Council (SSC) and bilingual parent groups meet on the third Thursday of the month at 3:10 p.m. in the Rivera Middle School Library. Our Parent Teacher Organization (PTO) meets the first Monday of each month and is a great asset on site. We have parent assistance in classrooms and all extracurricular activities. The community has, through generous donations, supported our activities with funds and materials. In the Minder-Binder, we publish a yearly calendar listing the activities and meetings that are planned for the school year. Our school marquee is posted with motivational quotes and scheduled activities.

For more information on how to become involved in the Parent Teacher Organization, please contact Griselda Olivares, President, RMS PTO, at (562) 801-5088.
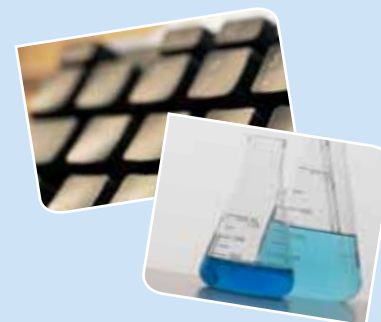
Suspensions and Expulsions

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 MS			
	09-10	10-11	11-12
Suspension Rates	0.265	0.223	0.130
Expulsion Rates	0.004	0.008	0.005
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

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 MS	
Teachers	**11-12**	**09-10**	**10-11**	**11-12**
With Full Credential	404	34	35	32
Without Full Credential	6	3	1	1
Teaching Outside Subject Area of Competence		0	4	3

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 MS		
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/tq.

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 MS	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	
Academic Counselors	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	820:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0

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 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	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 MS	$4,015	$64,133
El Rancho USD	$4,177	$65,540
California	$5,455	$66,336
School and District — Percent Difference	-4.0%	-2.2%
School and California — Percent Difference	-35.9%	-3.4%

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	$4,462
Expenditures Per Pupil From Restricted Sources	$447
Expenditures Per Pupil From Unrestricted Sources	$4,015
Annual Average Teacher Salary	$64,133

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)