# South Ranchito Elementary School

**Margaret Norman,** Principal

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**GRADES K-5**
http://sre.erusd.org

## 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, EIA/SCE and EIA/LEP categorical funding.

We are very proud of the school community for our very successful state test scores (CST).  Due to the increase of our scores, we met both State (API) and Federal (AYP) criteria.  Our API increased by 16 points and is now 765.  We have also met all 17 AYP targets.

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 September 2012, Custom Distribution Services donated backpacks with school supplies to first grade students and the Cisneros Foundation donated a book bag to every Kindergarten student.   For the last two years, Nestle and Superior Grocers donated $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 our goal is to offer parent classes in the area of Math and continue the Parent Art enrichment class.

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 the Response to Instruction (RTI) process.

For more information on how to become involved at the school, please contact Sandy Herrera, PTA President, at (562) 801-5177, Room 21.

## 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.

### 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.

## 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.
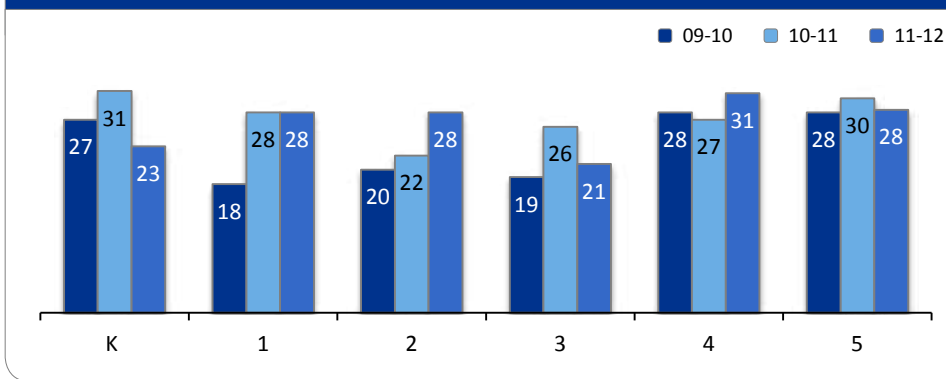
## Class Size

### Class Size Distribution — Average Class Size
**Three-Year Data Comparison**

Legend: ■ 09-10 ■ 10-11 ■ 11-12



| Grade | 09-10 | 10-11 | 11-12 |
|-------|-------|-------|-------|
| K | 27 | 31 | 23 |
| 1 | 18 | 28 | 28 |
| 2 | 20 | 22 | 28 |
| 3 | 19 | 26 | 21 |
| 4 | 28 | 27 | 31 |
| 5 | 28 | 30 | 28 |

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

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

## Enrollment and Demographics

The total enrollment at the school was 627 students for the 2011-12 school year.*

### Demographics
**2011-12 School Year**



- Asian <1%
- Filipino <1%
- Black or African American <1%
- White 1%
- Hispanic or Latino 99%
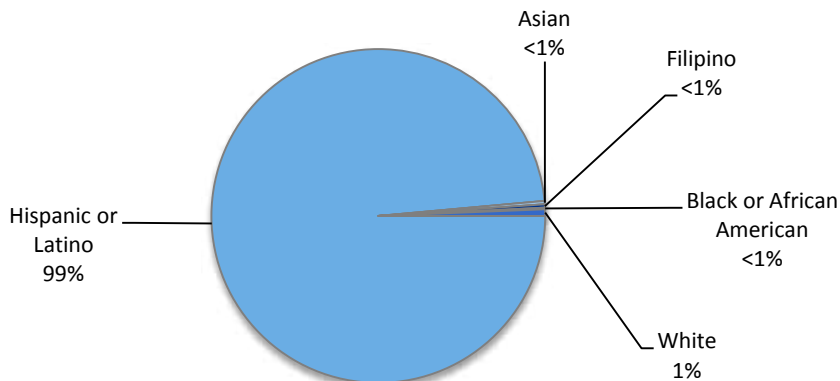
* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

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## 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/.

| Percentage of Students Meeting Fitness Standards | |
|---|---|
| **2011-12 School Year** | |
| **Grade 5** | |
| **Four of Six Standards** | 24.80% |
| **Five of Six Standards** | 17.40% |
| **Six of Six Standards** | 26.40% |

## 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 | | | 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** | Fair | **External** | Good |
| **Overall Summary of Facility Conditions** | | | Good |
| **Date of the Most Recent School Site Inspection** | | | 09/24/2012 |
| **Date of the Most Recent Completion of the Inspection Form** | | | 09/24/2012 |

## 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 | 2012-13 School Year |
|---|---|
| **Items Inspected** | **Deficiencies, Action Taken or Planned, and Date of Action** |
| **Electrical** | Repair or replace lights. (Completed in 11/12) |

## 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. South Ranchito is staffed with a head custodian and two night custodians. Night custodians also clean adjacent District offices.

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.).

## School Facilities

*Continued from left*

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 (SSP) was reviewed and updated in October 2012. 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.

## 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 |
| --- | --- |
| | 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 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 | | | |
| --- | --- | --- | --- |
| South Ranchito ES | | | |
| | 09-10 | 10-11 | 11-12 |
| Suspension Rates | 0.063 | 0.040 | 0.077 |
| 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 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | South Ranchito ES | | | 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 | 40% | 38% | 42% | 44% | 45% | 50% | 52% | 54% | 56% |
| Mathematics | 56% | 49% | 57% | 40% | 40% | 44% | 48% | 50% | 51% |
| Science | 45% | 44% | 30% | 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 | 42% | 57% | 30% |
| Male | 42% | 54% | 34% |
| Female | 42% | 60% | 25% |
| Black or African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 42% | 57% | 30% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 41% | 57% | 29% |
| English Learners | 33% | 59% | 13% |
| Students with Disabilities | 33% | 41% | ❖ |
| 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/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** | 3 | 3 | 2 |
| **Similar Schools API Rank** | 4 | 5 | 2 |

### 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.

| API Growth by Student Group | 2012 Growth API and Three-Year Data Comparison | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012 Growth API | | | | | | South Ranchito ES – Actual API Change | | |
| **Group** | South Ranchito 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** | 422 | 765 | 7,275 | 771 | 4,664,264 | 788 | 15 | -9 | 16 |
| **Black or African American** | 1 | ■ | 28 | 784 | 313,201 | 710 | ■ | ■ | ■ |
| **American Indian or Alaska Native** | 0 | ■ | 7 | ■ | 31,606 | 742 | ■ | ■ | ■ |
| **Asian** | 1 | ■ | 18 | 844 | 404,670 | 905 | ■ | ■ | ■ |
| **Filipino** | 1 | ■ | 25 | 906 | 124,824 | 869 | ■ | ■ | ■ |
| **Hispanic or Latino** | 415 | 766 | 7,113 | 771 | 2,425,230 | 740 | 14 | -8 | 17 |
| **Native Hawaiian or Pacific Islander** | 0 | ■ | 1 | ■ | 26,563 | 775 | ■ | ■ | ■ |
| **White** | 3 | ■ | 68 | 761 | 1,221,860 | 853 | ■ | ■ | ■ |
| **Two or More Races** | 0 | ■ | 5 | ■ | 88,428 | 849 | ■ | ■ | ■ |
| **Socioeconomically Disadvantaged** | 374 | 760 | 5,439 | 764 | 2,779,680 | 737 | 18 | 0 | 11 |
| **English Learners** | 242 | 769 | 2,829 | 737 | 1,530,297 | 716 | 35 | 1 | 32 |
| **Students with Disabilities** | 43 | 639 | 823 | 578 | 530,935 | 607 | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

*"We are very proud of the school community for our very successful state test scores (CST)."*

## 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 | |
|---|---|---|---|---|
| | South Ranchito ES | | 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 | |
|---|---|---|
| | 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** | | 50.00% |

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

## 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.
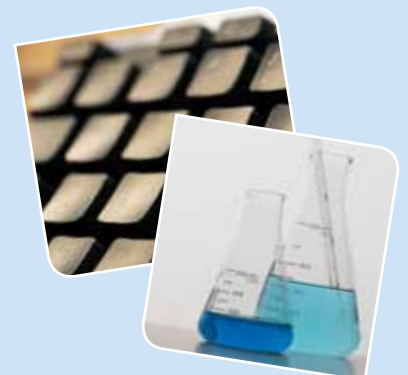
## Teacher Qualifications

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 | South Ranchito ES | | |
| Teachers | 11-12 | 09-10 | 10-11 | 11-12 |
| With Full Credential | 404 | 30 | 26 | 25 |
| 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 | | |
|---|---|---|---|
| | South Ranchito 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/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 |
| South Ranchito 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 | |
| Academic Counselors | |
| FTE of Academic Counselors | 0.0 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Social/Behavioral or Career Development Counselors | 1.0 |
| Library Media Teacher (Librarian) | 1.0 |
| 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 |
| Resource Specialist Teacher | 1.0 |
| Resource Specialist Paraprofessional | 1.0 |
| 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 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 |
| **South Ranchito ES** | $3,924 | $67,683 |
| **El Rancho USD** | $4,177 | $65,540 |
| **California** | $5,455 | $66,336 |
| **School and District — Percent Difference** | -6.4% | +3.2% |
| **School and California — Percent Difference** | -39.0% | +2.0% |

## 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** | $4,733 |
| **Expenditures Per Pupil From Restricted Sources** | $809 |
| **Expenditures Per Pupil From Unrestricted Sources** | $3,924 |
| **Annual Average Teacher Salary** | $67,683 |

## 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)

School Accountability Report Card

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