North Ranchito Elementary School

Principal's Message

Mission Statement: The mission of the staff, parents, and community of North Ranchito is to prepare our students to participate, appreciate, and flourish in the rich cultural heritage of their community and to successfully navigate through an increasingly globalized world. To prepare our students to be global citizens, we will foster a nurturing climate that promotes humanity and a passion for lifelong learning. Driven by research-based principles, we are committed to providing our students with the tools to promote creativity, critical-thinking, self-reliance, and cooperation. In meeting these goals we, as teachers and leaders, employ established educational theory, innovative strategies, Standards-based instruction and assessment, data analysis, and reflection to promote the academic excellence of all students.

At North Ranchito, every staff member at the school is focused on improving student achievement in all areas. The staff, students, and community believe the goal of education is to produce citizens who will make a positive contribution to our society. We believe that all students can learn and succeed. We have high expectations and standards for our students in the area of academics. A knowledgeable, creative, and dedicated staff works effectively each day to provide a Standards-based instructional program to 509 students. All students from preschool to fifth grade are the focus of all school programs.

At our school this year, our areas of focus are reading comprehension, vocabulary development, math application, writing strategies, and increased use of technology for all students. As a team we continuously analyze data, and collaborate to ensure success for all our students. Standardized assessments assist us to make informed decisions about instruction through our State, District, and local measures. Our school is driven by a Standards-based curriculum that is set by guidelines created by the State of California. In addition, we utilize research-based strategies and professional development to achieve our goals. Students of all abilities, from a variety of linguistic and socioeconomic levels, come together as a learning community at North Ranchito. The school community expects all students to achieve high standards as we have established in our Single Plan for Student Achievement (SPSA).

Students approach their education with dedication and enthusiasm. Grade K-5 students receive Trimester Awards where the top performing students are recognized in the areas of reading, math, and citizenship. They are eager to receive these awards and challenge each other on the dynamic education derived from our Standards-based curriculum.

North Ranchito teachers are extremely well qualified to handle the challenge of delivering a Standards-based education to a bright and diverse student body. Many teachers live in the community and are bilingual and bicultural. Emotionally invested in the school, they arrive early, work late, and serve in leadership roles. This is truly a testament to the tireless work and efforts of our staff on the behalf of the students and families that they serve.

The School Site Council (SSC) and Parent-Teacher Organization (PTO) are very active on campus and meet regularly to discuss how to bolster student achievement and school climate. As part of our technology goals and in an effort to promote parent participation, our parents will be offered the opportunity to participate in a series of workshops that focus on technology education and use of the Internet to support student academic goals.

The community of North Ranchito is vibrant and enthusiastic. We will continue to reach for the stars and raise expectations for our school in the pursuit of excellence.

School Passion Statement

We at North Ranchito Elementary School will not rest until each student achieves academic success. To accomplish this goal we all commit to working together collaboratively, respectfully, with focus and flexibility through the Response to Intervention model.

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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

"We at North Ranchito Elementary School will not rest until each student achieves academic success."

Cynthia Alvarez, Principal
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El Rancho Unified School District

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9333 Loch Lomond Drive
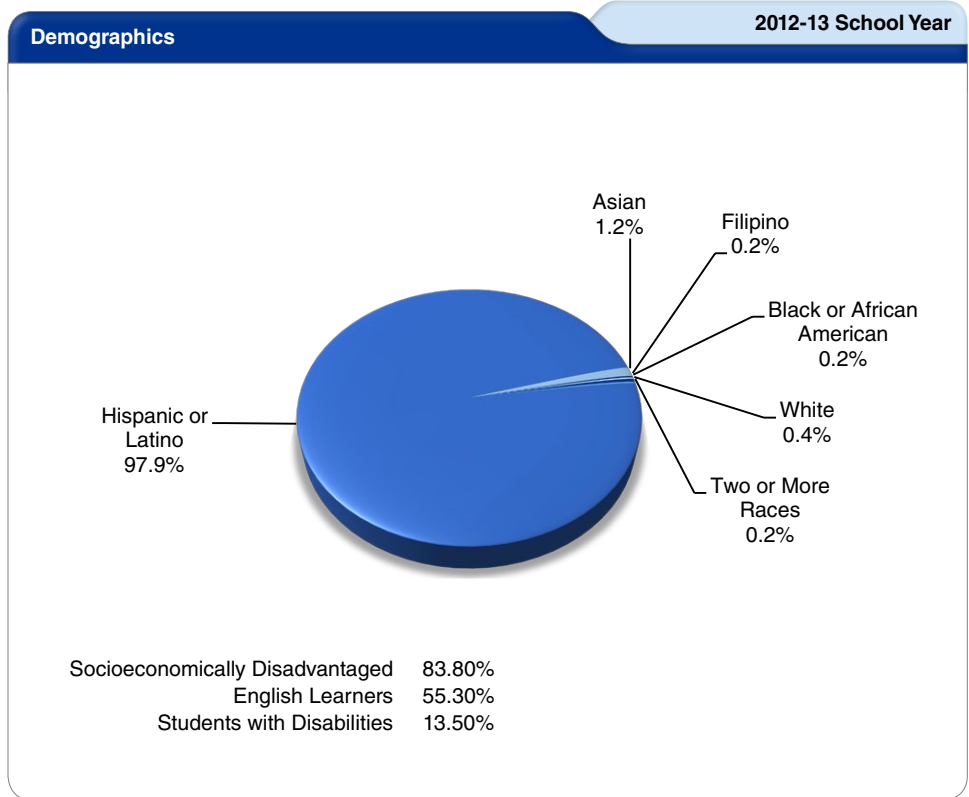Pico Rivera, CA 90660
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www.erusd.org

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.

Para español visita:
www.erusd.org

Enrollment by Student Group

The total enrollment at the school was 512 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2012-13 School Year

Asian 1.2%
Filipino 0.2%
Black or African American 0.2%
White 0.4%
Two or More Races 0.2%
Hispanic or Latino 97.9%

Socioeconomically Disadvantaged	83.80%
English Learners	55.30%
Students with Disabilities	13.50%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

Grade	Enrollment
K	74
1	73
2	96
3	91
4	77
5	101
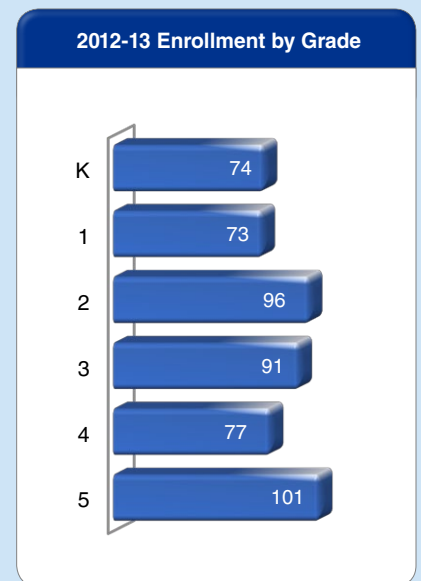
School Safety

The School Safety Plan addresses all issues of staff and student safety, including plans for quick and orderly evacuations. The School Safety Plan outlines a communication system that allows the school community and local emergency services to mobilize a response to immediate concerns. North Ranchito employs two-way radios, a public address system, and a code of sirens to alert the school. Classrooms are equipped with an emergency kit containing disaster supplies and a system of colored cards that alert the School Safety Committee to trapped or injured students or staff. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and put into practice October 2012.

North Ranchito provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff for emergency situations. In order to ensure effective preparedness in case of an emergency, the staff reviews each drill and maintains disaster emergency supplies.

The safety of the students and the staff is always a high priority. Our commitment is to provide a safe environment for learning. North Ranchito School is a secured campus. School staff members supervise student playgrounds and District police units are available to further ensure the safety of children before, during, and after school.

It is our goal to ensure North Ranchito School is a safe and conducive environment for learning.

Suspensions and Expulsions

Suspension and Expulsion Rates — Three-Year Data Comparison

	North Ranchito ES			ERUSD		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspension Rates	0.031	0.033	0.042	0.103	0.062	0.057
Expulsion Rates	0.000	0.000	0.000	0.005	0.001	0.000

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Parental Involvement

The staff at North Ranchito believes that the first and most important teachers of our students are their parents. Parents, grandparents, and guardians are an integral part of the educational process at North Ranchito. They play a vital role in their children's success at school. In order to build a strong link between home and school, parents and families are invited to attend school events and activities.

At North Ranchito, we are extremely proud of our parents and community members that participate in all school activities. North Ranchito has set ambitious goals for parent involvement in our SPSA. All programs for parents are aggressively advertised with classes gaining recognition for best attendance.
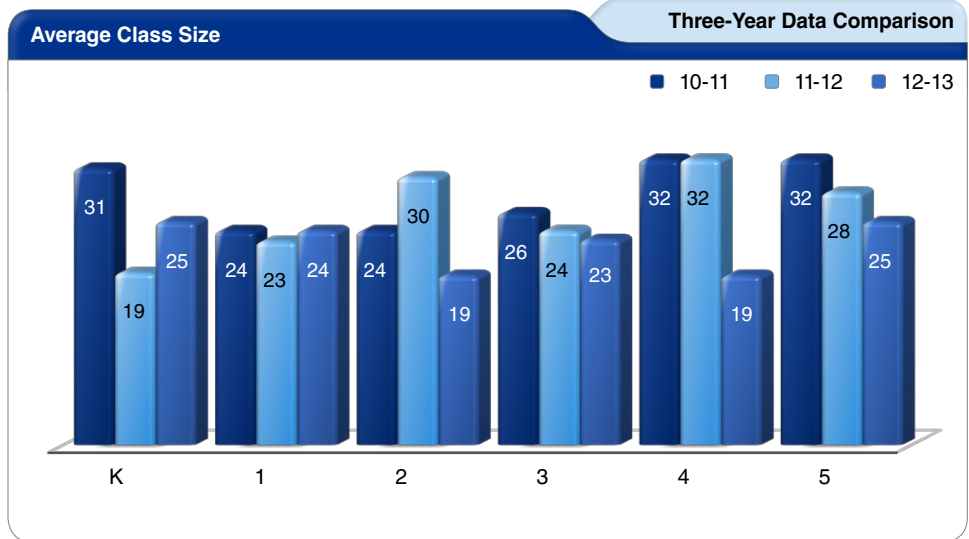
Parents play a great role in their child's education through a variety of avenues, such as the SSC, PTO, and as classroom volunteers. Parents have an opportunity to contribute to their child's education and work in partnership with the school to provide the highest quality education for their children. Parents on the PTO and SSC play a very active role in supporting the schools goals.

The site, in partnership with the District and community resources, offers many resources for parents. Parenting classes, advisory boards, reading workshops, English-Language Development (ELD) courses, health/drug awareness education, Accelerated Reader Night, math and writing workshops, and other numerous activities for parents at our school are all offered bilingually. We also provide an opportunity for parents to visit the school by providing venues for participation through Back-to-School Night, Fall Festival, Winter and Spring Program, Halloween Parade, Career Day, and various other student-centered activities.
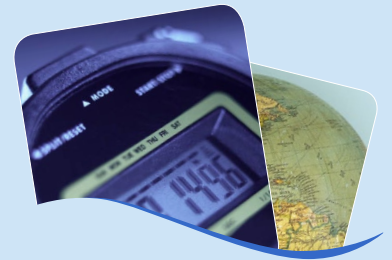
For more information on how to become involved at the school, please contact Principal Cynthia Alvarez at (562) 801-5031.

Class Size Distribution

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.

Average Class Size — Three-Year Data Comparison

Legend: ■ 10-11 ■ 11-12 ■ 12-13

Grade	10-11	11-12	12-13
K	31	19	25
1	24	23	24
2	24	30	19
3	26	24	23
4	32	32	19
5	32	28	25

Number of Classrooms by Size — Three-Year Data Comparison

Grade	10-11 1-20	10-11 21-32	10-11 33+	11-12 1-20	11-12 21-32	11-12 33+	12-13 1-20	12-13 21-32	12-13 33+
K		3		2	2			3	
1	1	3		1	3		1	2	
2		3			3		2	3	
3		4		1	2		1	3	
4		3			1	2	2	2	
5		3			3		1	3	

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)

"The staff at North Ranchito believes that the first and most important teachers of our students are their parents. Parents, grandparents, and guardians are an integral part of the educational process at North Ranchito."

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	North Ranchito ES			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	48%	48%	43%	45%	50%	50%	54%	56%	55%
Mathematics	61%	64%	59%	40%	44%	46%	49%	50%	50%
Science	48%	34%	41%	50%	51%	53%	57%	60%	59%

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

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science
All Students in the District	50%	46%	53%
All Students at the School	43%	59%	41%
Male	39%	56%	45%
Female	47%	63%	37%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	43%	59%	41%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	42%	58%	44%
English Learners	30%	52%	27%
Students with Disabilities	11%	45%	❖
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 Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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.
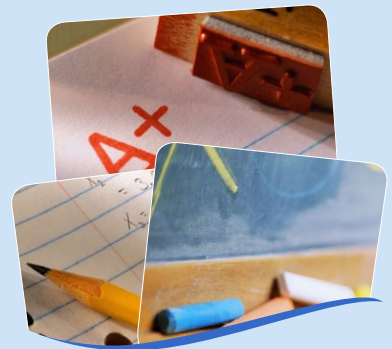
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	5	5	5
Similar Schools API Rank	8	6	6

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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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	2013 Growth API						North Ranchito ES – Actual API Change		
	North Ranchito ES		ERUSD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	346	758	7,056	775	4,655,989	790	4	7	-41
Black or African American	1	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	9	❖	30,394	743	■	■	■
Asian	2	❖	14	880	406,527	906	■	■	■
Filipino	1	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	340	758	6,891	775	2,438,951	744	7	7	-40
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	1	❖	67	776	1,200,127	853	■	■	■
Two or More Races	1	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	292	760	5,421	768	2,774,640	743	2	12	-38
English Learners	197	761	2,655	735	1,482,316	721	-10	20	-31
Students with Disabilities	69	570	849	594	527,476	615	■	■	■

❖ 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.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	North Ranchito ES	ERUSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	✖	No

Federal Intervention Program

Schools and districts 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 gradua-tion rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	North Ranchito ES	ERUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Identified for Program Improvement		8
Percent of Schools Identified for Program Improvement		66.70%

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

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. The 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 informa-tion on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 5	
Four of Six Standards	16.30%
Five of Six Standards	26%
Six of Six Standards	24%

"ERUSD is answering to the demands of the 21st Century."

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

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		2013-14 School Year
Subject	**Elementary School Textbooks**	**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

Quality of Textbooks

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

Quality of Textbooks	2013-14 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
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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:

- 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 toward 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, and 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.

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	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

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.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Fair
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/01/2013
Date of the Most Recent Completion of the Inspection Form			10/11/2013

Deficiencies and Repairs

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

Deficiencies and Repairs	2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Replace stained ceiling tiles and repair plaster in girls RR (Replaced tiles/ repaired and painted plaster in restroom in 12/2013)
Electrical	Extension cords shall not be used in lieu of permanent electrical outlets (Removed extension cords on 11/01/2013)
Safety	Site will remove extension cords, secure chemicals, and clear exits as soon as possible

School Facilities

North Ranchito Elementary School opened in 1951. There are 30 classrooms on the campus. The average size is 1,090 square feet. The school also has a library/technology lab, teacher workroom, one office building, and a cafeteria. There are two athletic fields and two parking lots. There is one health care office and one bed.

The principal, teachers, and playground supervisors monitor students during lunch, recess, before school, and after school. They are trained by the school administration to encourage students to be respectful, be responsible, and be safe. In addition, our supervisors carry two-way radios to maintain contact with office staff and administration in case of emergency.

Continued on sidebar

School Facilities

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We have one full-time head custodian and one full-time night custodian. On a daily basis, the head custodian cleans the school grounds and the night custodian cleans classrooms and restrooms.

On a weekly basis, the grounds crew visits the school, mows the lawn, cuts trees, keeps up with the gardening, and performs any school task assigned by the principal. We have one groundskeeper assigned to our school site three days a week. District maintenance staff ensure the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Our students, staff, and community members take pride in our clean campus. Our custodial staff meets regularly with the principal and communicates with all staff to assure cleanliness of the school. In addition, each class participates in keeping our campus clean through positive reinforcement and constant reminders.

The District has obtained bond money to continue to improve facilities at the school. Currently, our bathrooms have been remodeled, the upper playground has been resurfaced, and playground equipment has been replaced. In the summer of 2007, the new library portable and three new portables were added.

During the 2007-08 school year, upgrades were made to increase the parking lot capacity and provide a safe student drop-off zone. Additionally, the entire school campus was painted on the exterior of all buildings and trim during the summer of 2008.

During the summer of 2009, the administration building was completely air conditioned. Additionally, the preschool playground area was upgraded with a new sprinkler system and new sod. The playground equipment was reinforced with foam padding to ensure student safety, replacing a woodchip floor and sandbox.

Our school kitchen received a new epoxy floor during the summer of 2010. Additionally, during the summer of 2011, the office was fitted with a new front counter and security door.

To our delight the cafeteria stage was refinished and painted during the summer of 2012. Our school PTO funded the refurbishment of our school marquee, the replacement of our projection screen, and the landscaping of the planter located in front of the school office.

During the summer of 2013, the network infrastructure was upgraded to support the latest applications and technology.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	North Ranchito ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	23	23	22
Without Full Credential	4	0	0	2
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	North Ranchito ES		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
North Ranchito ES	100.00%	0.00%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	✧	✧

✧   Not applicable.

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.

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	0.00
Other	FTE
Health Clerk Assistant	0.33
Library Media Technician	1.00
Clerk	0.33
School Secretary	1.00

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

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	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	$41,664	$40,928
Mid-Range Teacher Salary	$63,155	$64,449
Highest Teacher Salary	$80,333	$82,826
Average Elementary School Principal Salary	$105,326	$102,640
Average Middle School Principal Salary	$104,903	$109,253
Average High School Principal Salary	$130,776	$118,527
Superintendent Salary	$218,663	$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

This 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
North Ranchito ES	$2,514	$74,934
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	+0.8%	+7.4%
School and California — Percent Difference	-54.6%	+11.7%

School Financial Data

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

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$2,652
Expenditures Per Pupil From Restricted Sources	$139
Expenditures Per Pupil From Unrestricted Sources	$2,514
Annual Average Teacher Salary	$74,934

Expenditures Per Pupil

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

School Accountability Report Card

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