South Ranchito Elementary School

El Rancho USD

Principal's Message

Welcome to South Ranchito Elementary School. Parents and staff work together to provide a safe and nurturing environment to maximize learning. We believe 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 California Standards Tests (CST) scores. Due to the increase of our scores, we met both State (API) and Federal (AYP) criteria. Our API increased by eight points and is now 773. We have met all AYP targets for math and are the second-highest scoring elementary school in the District in that area.

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 recognizing students for their efforts, 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 through various items such as 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 three 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 the last Monday of each month. We also offer regular Parent Educational classes to our school community. This year our goal is to offer parent classes in the area of computer literacy.

Volunteer parents run our afterschool 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 Intervention (RTI) process. For more information on how to become involved at the school, please contact PTA President Ariel or Sandy Herrera at (562) 801-5177.

School Safety

The School Safety Plan (SSP) was reviewed and updated in August 2013. 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.

School Mission Statement

The mission of South Ranchito Elementary School, in partnership with the community, is to provide 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.

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El Rancho Unified School District

Martin Galindo, Superintendent
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9333 Loch Lomond Drive
Pico Rivera, CA 90660
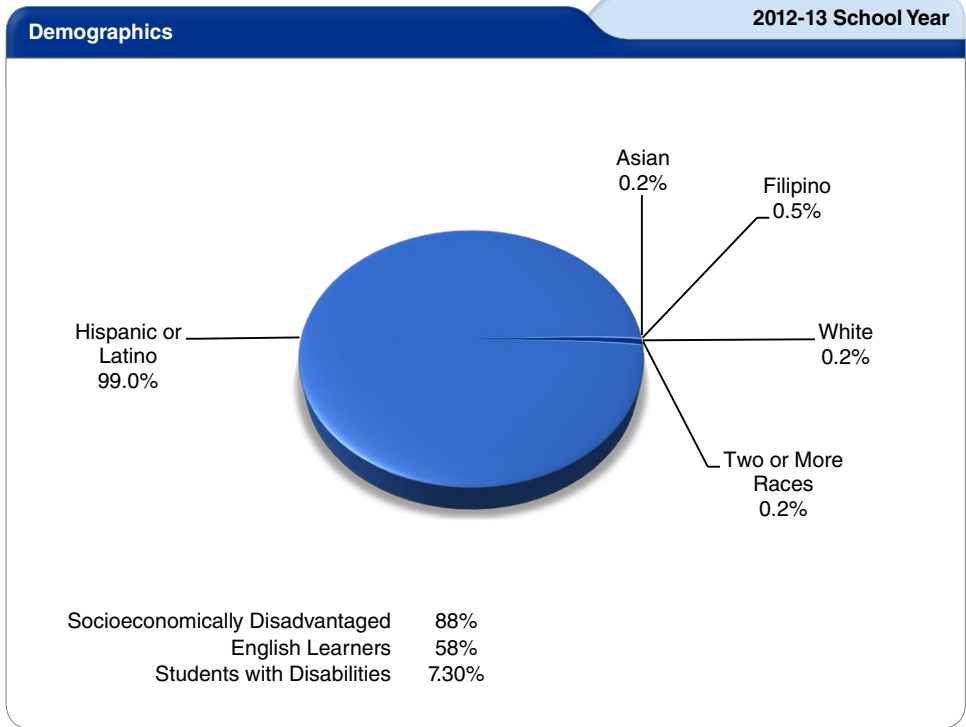Phone: (562) 942-1500

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 616 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.
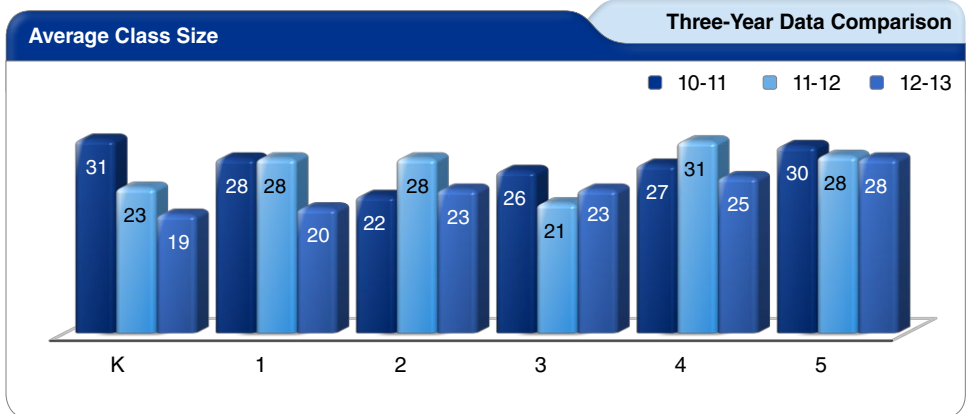
Demographics — 2012-13 School Year

Asian 0.2%
Filipino 0.5%
Hispanic or Latino 99.0%
White 0.2%
Two or More Races 0.2%

Socioeconomically Disadvantaged	88%
English Learners	58%
Students with Disabilities	7.30%

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	97
1	100
2	90
3	115
4	101
5	113
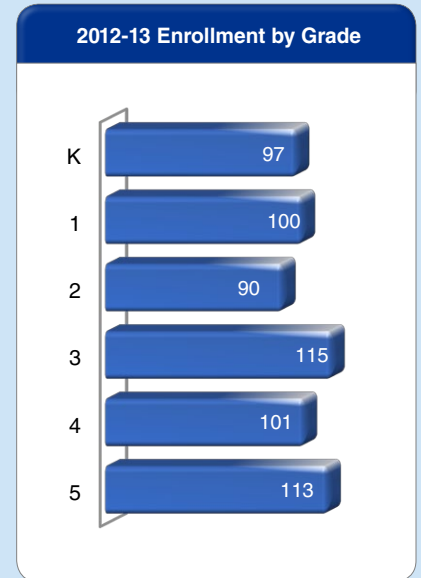
Class Size Distribution

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	23	19
1	28	28	20
2	22	28	23
3	26	21	23
4	27	31	25
5	30	28	28

Number of Classrooms by Size — Three-Year Data Comparison

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

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.

Suspension and Expulsion Rates

South Ranchito ES

	10-11	11-12	12-13
Suspension Rates	0.040	0.052	0.027
Expulsion Rates	0.000	0.000	0.000

ERUSD

	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

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		
	South 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	38%	42%	42%	45%	50%	50%	54%	56%	55%
Mathematics	49%	57%	64%	40%	44%	46%	49%	50%	50%
Science	44%	30%	44%	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	42%	64%	44%
Male	36%	59%	44%
Female	50%	69%	44%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	42%	64%	44%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	42%	65%	46%
English Learners	33%	62%	11%
Students with Disabilities	39%	50%	❖
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.
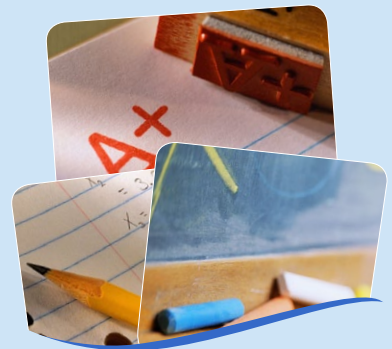
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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	3	2	3
Similar Schools API Rank	5	2	3

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 and Three-Year Data Comparison		
	2013 Growth API						South Ranchito ES – Actual API Change		
Group	South Ranchito ES		ERUSD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	390	774	7,056	775	4,655,989	790	-9	16	8
Black or African American	0	❖	28	758	296,463	708	▪	▪	▪
American Indian or Alaska Native	0	❖	9	❖	30,394	743	▪	▪	▪
Asian	0	❖	14	880	406,527	906	▪	▪	▪
Filipino	2	❖	25	920	121,054	867	▪	▪	▪
Hispanic or Latino	386	774	6,891	775	2,438,951	744	-8	17	7
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	348	777	5,421	768	2,774,640	743	0	11	16
English Learners	234	786	2,655	735	1,482,316	721	1	32	16
Students with Disabilities	42	663	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
	South 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	Yes	No
Met API Criteria	Yes	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 graduation 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
	South Ranchito ES	ERUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	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.

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

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.

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 information 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	19.80%
Five of Six Standards	30.60%
Six of Six Standards	28.80%

"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	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
For the county facility inspection results, please visit the District Office.			

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**
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 that includes a stage. In addition, this year we have 35 iPads stored in a computer lab – K-5 students attend weekly computer literacy classes in preparation for the new 2014-15 SBAC computer adaptive exams that are replacing the current CST paper/pencil tests. Teachers and students have access to the Internet from their classrooms, and all school facilities, including the stage, are handicap accessible.

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 — foursquare, dodgeball, 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.).

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)

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	South Ranchito ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	26	25	23
Without Full Credential	4	0	0	1
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		
	South 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
South 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	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

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
South Ranchito ES	$2,491	$76,180
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	-0.1%	+9.2%
School and California — Percent Difference	-55.0%	+13.5%

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	$2,604
Expenditures Per Pupil From Restricted Sources	$113
Expenditures Per Pupil From Unrestricted Sources	$2,491
Annual Average Teacher Salary	$76,180

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.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.

School Accountability Report Card

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