Rivera Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rivera Elementary School
Street	7250 Citronell Ave.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7650
Principal	Alma Renteria-Estrada
Email Address	arenteria@erusd.org
School Website	https://re.erusd.org/
County-District-School (CDS) Code	19-64527-6013387

2023-24 District Contact Information

District Name	El Rancho Unified School District
Phone Number	562-801-7310
Superintendent	Dr. Marco Villegas
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2023-24 School Description and Mission Statement

DISTRICT'S MISSION:
Students will be challenged to become college and career ready and life-long learners. The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students.

SCHOOL'S MISSION:
The mission of Rivera Elementary, in partnership with the community, is to provide an innovative and challenging environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, and emotionally. Teachers, classified employees, administrators, and families will create an atmosphere of trust and service. Parents will be equal partners and hold a position of responsibility in the education of their children.

SCHOOL'S VISION:
At Rivera Elementary we have high expectations for our EAGLES. Our vision is for every student at Rivera to know that:
Every Eagle
Acts responsibly
Gives respect
Listens and Learns
Encourages kindness
Stays Safe

Our entire staff is dedicated to this vision and works hard each and every day to ensure our students' success. Rivera Elementary is a special school because of our dedicated staff, our supportive and engaged community and our many traditions. Our core belief at Rivera Elementary is that all of our efforts should be based on what is best for students Based on this belief, we have made it our goal to help all of our students learn and grow in the safest and most nourishing environment possible.

Feedback from our families is always appreciated.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	75
Grade 2	84
Grade 3	81
Grade 4	81
Grade 5	93
Total Enrollment	489

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
Asian	0.6%
Black or African American	0.4%
Filipino	0.2%
Hispanic or Latino	98%
Two or More Races	0.2%
White	0.6%
English Learners	23.1%
Foster Youth	2%
Homeless	0.8%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	7.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	100.00	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown	0.00	0.00	19.00	5.52	18854.30	6.86
Total Teaching Positions	21.50	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	100.00	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown	0.00	0.00	10.00	2.89	15831.90	5.67
Total Teaching Positions	21.50	100.00	346.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected	December, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%
Foreign Language		Yes	0%

School Facility Conditions and Planned Improvements

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

Modernization of the remaining student and staff bathrooms and asphalt repaving was done during the summer of 2005 as part of Measure A bond monies. In 2006, a loading and unloading zone was established to provide a safe and secure area for parents to drop off or pick up their children.

Year and month of the most recent FIT report	1/30/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	39	39	38	47	46
Mathematics (grades 3-8 and 11)	18	21	22	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	252	98.82	1.18	39.29
Female	131	128	97.71	2.29	39.84
Male	124	124	100.00	0.00	38.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	249	247	99.20	0.80	38.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	53	96.36	3.64	18.87
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	206	98.56	1.44	37.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	254	99.61	0.39	21.26
Female	131	130	99.24	0.76	24.62
Male	124	124	100.00	0.00	17.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	249	248	99.60	0.40	20.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	55	100.00	0.00	3.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	208	99.52	0.48	17.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.19	17.20	18.80	21.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	93	100.00	0.00	17.20
Female	48	48	100.00	0.00	14.58
Male	45	45	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	92	100.00	0.00	16.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	17.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	100%	99%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Rivera Elementary School is committed to building capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school and the parents, and the community to improve student academic achievement. The the following activities are structured opportunities for parent involvement: School Site Council Meetings, English Learning Advisory Committee Meetings, PTO Meetings, Parent Workshops, and Classroom Volunteer opportunities. Additionally, to provide parents ongoing opportunities to stay engaged and involved with the school, our school hosts at least 1-2 events per month that encourage parent participation. Parents also have access to our digital school calendar via our website to receive notifications of upcoming events in a timely manner and receive an annual calendar of events at the beginning of the school year in order to plan ahead accordingly.

To further strengthen the opportunities for Parent Involvement, Rivera teachers seek 100% parent conference participation and keep parents up to date with daily/weekly Class Dojos. The Principal also sends a weekly blast via Parent Square to keep parents informed and engaged with the school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	510	495	119	24.0
Female	262	252	57	22.6
Male	248	243	62	25.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	498	483	118	24.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	5	5	0	0.0
English Learners	119	118	18	15.3
Foster Youth	11	11	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	436	423	96	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	15	28.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.27	2.16	0.04	3.45	5.18	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.09	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.16	0
Female	0	0
Male	4.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.01	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.52	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.29	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

The Rivera Elementary Comprehensive School Safety Plan (CSSP) is reviewed annually to assure staff awareness. The Comprehensive School Safety Plan was last reviewed, updated, and discussed with school faculty in September 2023. The Plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies and other disaster emergency supplies. The SSP is available for review in the school office.

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

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	25		3	
2	27		3	
3	26		4	
4	31		3	
5	65			3

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5		
1	26		3	
2	25		3	
3	25		3	
4	24		4	
5	37		2	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	25	0	3	0
2	28	0	3	0
3	27	0	3	0
4	27	0	3	0
5	41	0	2	1
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,811.13	$164.79	$4,646.34	$105,782.87
District	N/A	N/A	$9,547.84	$86,561
Percent Difference - School Site and District	N/A	N/A	-56.3	3.8
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-20.8	2.3

Fiscal Year 2022-23 Types of Services Funded

As part of the data analysis and goal setting through the SPSA development, the school determined the following services were priorities and required funds to be allocated towards them:
- After School Tutoring & Enrichment
- Technology Upgrades to ensure the schools remains 1:1 with every student also having access to a home Chromebook for homework
- STEM equipment for the School Innovation Lab along with a Robotics Club
- Positive Behavioral Interventions and Supports (PBIS) workshops
- Digital Learning Coach to provide ongoing tech support to staff and students as well as to lead STEAM focused activities/lesson in the Innovation Lab
- Additional Benchmark Universe Training and CAASPP Test Items & Performance Task trainings
- Next Generation Science Standards Support
- ELPAC Academy

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,229	$54,190
Mid-Range Teacher Salary	$80,686	$85,111
Highest Teacher Salary	$108,130	$104,999
Average Principal Salary (Elementary)	$114,930	$132,492
Average Principal Salary (Middle)	$132,361	$140,987
Average Principal Salary (High)	$140,043	$153,884
Superintendent Salary	$223,600	$255,503
Percent of Budget for Teacher Salaries	30.86%	32.09%
Percent of Budget for Administrative Salaries	4.45%	5.25%

Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization through: Beginning Teachers Support and Assessment (BTSA) for new teachers; Peer Assistance Review (PAR) for veteran teachers; Leadership Forums for District and Site administrators; district-wide trainings for Teachers and support staff; and Tech-Planning for Digital Learning Coaches.

To provide teachers choice over their professional development, El Rancho Unified School District provided teachers an additional optional professional development during the summer. The topics addressed were based on teachers need and interested gathered through surveys. The professional development days focused on technology platforms, instructional best practices, and curriculum focused district expectations.

Embedded into our regular instructional schedule, Wednesday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices, social-emotional learning and mental health practices, PBIS implementation, data analysis, and teacher collaboration and planning.

Professional Development

Professional development is planned and implemented in a variety of settings, which include course-alike, department based, site based, and district-wide. Our school has an early release on Wednesdays, where they have an opportunity to collaborate weekly. In addition, there are five student free days built into the district calendar for districtwide professional development. These days are critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			12