

Elverta Elementary School

School Accountability Report Card



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GRADES K-5

**2010-11 School Accountability Report Card
Published During the 2011-12 School Year**

Principal's Message

Elverta Elementary is proud to present our current School Accountability Report Card. Students and their families, faculty members and staff, work diligently to make education the highest priority of our community. Elverta provides a safe, caring environment which enables learners to reach their individual potential, including literacy, knowledge and skills needed to exercise the rights and humanitarian responsibilities of citizenship and the ability to compete in a global economy. Staff supports the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and fully promote this approach. Elverta School Site Council, in conjunction with all share-holders, develops and applies the vision for the District.

"Exceptional Education in an Environment of Curiosity and Caring."

About This School

Originally, the Lincoln Elementary School, now called the Elverta Joint Elementary School District, was constructed in 1855 on homestead land donated by David Strauch located on the present Strauch ranch west of the Western Pacific Railroad tracks.

The district which was then named Lincoln School District went as far as the Archway, now Rio Linda, north to the county line, east to the Center Joint School District, and west to the American River.

About 1904, more people came to this area, including the Northern Electric Railroad which came through Elverta going as far as Chico, and a new school district began to form. The original school house was a one-room wood building, with no electricity or plumbing. Very few of the students could speak English because the predominate language was German. Some of the old families who had children attending the school were Jacob Scheidel who came from Alsace-Lorraine, Germany in 1860, Charles Schmittmeyer and David Strauch from Bavaria, Germany.

In 1897, the school house was moved on an area of land donated by V.F. Strauch now located on the corner of Elverta Road and Elwyn Avenue. The "Deed", dated October 19, 1901, was in consideration of \$10 to F. Strauch, W.S. Wait and C.T. Horgan, from the Trustees of the Lincoln School District for one acre of land, more or less. In 1911, a new and larger one room school house was constructed on that same site. In the early 1920's, a new school was built on the present site in Rio Linda Boulevard, and the old school on Elwyn Avenue and Elverta Road was later used as a lodge hall for the Modern Woodsmen of America.

The School which was wood and stucco had one small classroom and one large classroom with large folding doors to make two classrooms when needed. In the larger classroom there was a stage where silent movies were screened for the community for night recreation. Desks were one piece, bolted to the floor. The school was heated by coal stoves, and in 1927, the school burned to the ground as a result of one of the coal stoves. Classes were held in various homes until the school was rebuilt on it's current location in the fall of 1928.

On October 2, 1941, the woman of the Elverta School District met in the Elverta Elementary School for the purpose of organizing a Mothers Club. The current version of the P.T.A. replaced the Mothers Club in the early 1980's. In 1955, the community club of Elverta changed the name of the school from Lincoln to Elverta Elementary School, Elverta School District.

On December 6, 1954, two classrooms were added; on November 15, 1957, three more were completed; and on November 15, 1960, three classrooms, a kindergarten, administrative office, multi-purpose room and kitchen were added, giving a total of 13 classrooms. The Cornerstone Ceremony for the Elverta Elementary School was held Saturday, April 30, 1977.

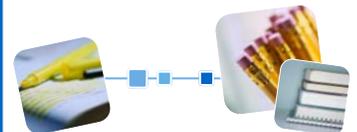
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Dr. Michael D. Borgaard
Superintendent/Principal

Our goal at Elverta Joint Elementary School District is to provide an educational experience which challenges students to acquire a life-long love of learning, to prepare for the future, and live lives of service to themselves, their families, and their community.

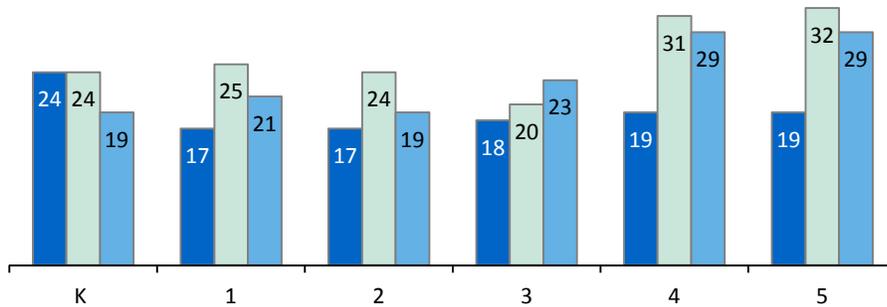


In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

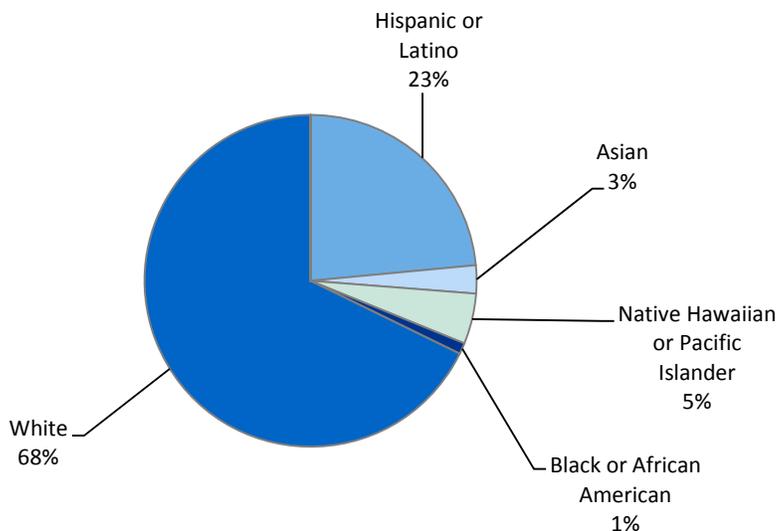


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			2		1		
1	1				2		3		
2	1				2		1		
3	2			1			1	1	
4	1				2			1	
5	1				1			1	

Enrollment and Demographics

The total enrollment at the school was 183 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

About This School

Continued from page 1

The Alpha School District joined the Elverta District in 1965, when Alpha School was built on Elwyn and Artesia. Ten acres of land were purchased for \$18,000. The original Alpha School in Placer County was a two-room school house on Baseline Road between Elder Street and Pleasant Grove Road. At this time the word “joint” was added to the District’s official name because the District now included parts of two counties. In 1981 Alpha Elementary School was converted to an intermediate school for seventh and eighth graders. In 1998, Alpha Intermediate School’s name changed to Alpha Technology Middle School. In 2005 it was named a Distinguished California Middle School.



Student Enrollment by Group

Elverta ES	
Socioeconomically Disadvantaged	63.9%
English Learners	15.3%
Students with Disabilities	9.8%

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			01/06/2012
Date of the Most Recent Completion of the Inspection Form			01/06/2012

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Water stained ceiling tiles; stained tiles were replaced in December 2010.
Restrooms/Fountains	Exhaust fans stopped working in 2 bathrooms. There's a leak on the south side drinking fountain; New Greenheck exhaust fans were installed. A replacement part has been ordered to fix the leak on the drinking fountain 2/2012
Structural	New roof needed; Future date of repair unknown.
External	Large tree in court yard is a tripping hazard and causes drainage problems; Future date of repair unknown.

School Facilities

The campus has sufficient classroom, playground and staff spaces which enables the support of learning and teaching. We currently have nine full-time teachers, one part-time teacher and four classrooms. Our school currently has a library and an athletic field. The school is in good condition and is cleaned daily. We have a part-time janitor who works during school hours. The maintenance supervisor makes sure that a safety check is done on a monthly basis to ensure that the school is safe, clean and in good condition.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$60,000 for the Deferred Maintenance Program. This represents 2.82% of the District's general fund budget.



“Students and their families, faculty members and staff, work diligently to make education the highest priority of our community.”



Textbooks and Instructional Materials

The Textbook Committee is a group of teachers along with supervision of the Superintendent. The teachers decide on textbooks from an approved list which is State approved and within the frame works adopted by the State Board of Education. Textbooks and instructional materials are available to all students, including English Learners, in the classroom and to take home.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	McGraw Hill	2009
Mathematics	Scott Foresman	2009
Science	Scott Foresman	2009
History-Social Science	Scott Foresman	2009

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Elverta ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Parental Involvement

Elverta Joint Elementary School District and Elverta Elementary School are very proud of the extraordinary support of its parents and our strong connection to the Elverta community. Our success as a learning institution is dependent upon the quality of our partnerships with our parents and the greater community. It is our good fortune to enjoy the support of a community that fully appreciates and embraces the value of quality education. Parents and guardians are regularly encouraged to participate in the multitude of available programs. From our Parent Teacher Association (PTA), to fund-raising events, to family science nights and outdoor education, parents are active partners in the educational process. Field trips, Back-to-School Nights and monthly award celebrations offer additional venues for family adults to support their student(s).

A sampling of parent opportunities for involvement include:

- Classroom Volunteer
- Drama Events
- School Site Council
- Open House
- Family Literacy Project
- Thanksgiving Lunch
- Kids Helping Kids
- Back-to-School Night
- Homework Support
- Field Trips
- School Pledge
- Parent/Teacher Conferences
- Parent Teacher Association
- Elverta Alumni Association
- Campus Beautification
- Awards Assemblies

For more information on how to become involved, please contact Dr. Michael D. Borggaard, Superintendent/Principal at ((916) 991-5400 or (916) 991-2244.

Currency of Textbook Data

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

Elverta ES	
Currency of Textbook Information	
Data Collection Date	06/2011

School Safety

Maintaining a safe and orderly environment in order to maximize student learning is a top priority of Elverta Elementary School. This school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state safety standards. The school plan, developed in conjunction with local law enforcement and fire departments, includes steps for ensuring student and staff safety during or following an emergency or local disaster. Students receive regular training in fire, intruder, natural disaster and earthquake events. Emergency drills are conducted regularly throughout the school year. The safety plan is revised and implemented annually and is on file in the Principal's office.

During our recent campus modernization (funded in part by the community supporting a multi-million dollar bond), extra precautions were taken to ensure safety. Construction often took place during non-school hours. Students and staff were redirected to other routes or buildings as necessary. Instructional interruptions were kept to an absolute minimum and now, Elverta boasts up-to-date restroom facilities, American Disabilities Act compliance and an aesthetically pleasing environment in which to learn and work.

Additionally, we view the concept of discipline as an integral part of the learning process. In this context, we teach and model pro-social behavior by treating children with respect and dignity and by offering a quality curriculum to keep all students engaged in learning. Discipline problems are few and minor (as you will read in other sections of this report) and the school offers programs, such as Character Counts assemblies to support students in taking responsibility for and improving their conduct.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Elverta ES			Elverta JESD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.018	0.012	0.005	0.069	0.055	0.018
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test	
	Elverta ES
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	13.9%
Five of Six Standards	30.6%
Six of Six Standards	33.3%

Professional Development

Elverta School District provides two (2) pre-service days (before school officially opens). These days provide for consistent development and implementation of procedures related to staff activities and student activities.

Three (3) additional days are provided to teachers for ongoing training and skill development in academic content and consistent procedures with students.

For the previous three school years, we had five days each year dedicated to staff and professional development.



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.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Elverta ES			Elverta JESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	46%	59%	46%	49%	62%	50%	49%	52%	54%
Mathematics	56%	69%	59%	53%	58%	53%	46%	48%	50%
Science	23%	50%	42%	39%	51%	36%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	50%	53%	36%
All Students at the School	46%	59%	42%
Male	41%	53%	41%
Female	51%	63%	42%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	45%	69%	33%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	48%	56%	50%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	42%	54%	37%
English Learners	6%	24%	❖
Students with Disabilities	8%	33%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

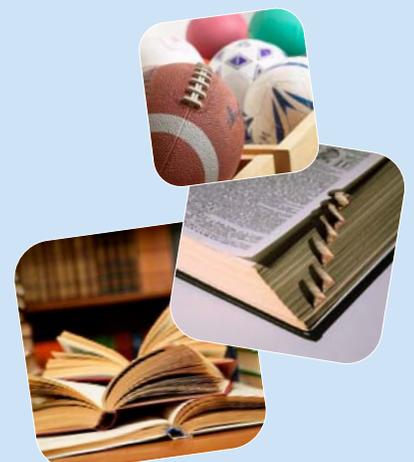
The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	5	4	7
Similar Schools API Rank	5	3	10

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 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.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Elverta ES — Actual API Change		
	Elverta ES		Elverta JESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	113	788	196	785	4,683,676	778	-6	66	-45
Black or African American	1	■	4	■	317,856	696	■	■	■
American Indian or Alaska Native	0	■	0	■	33,774	733	■	■	■
Asian	3	■	4	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	26	793	45	761	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	8	■	9	■	26,953	764	■	■	■
White	75	790	134	798	1,258,831	845	-15	51	-47
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	80	770	130	764	2,731,843	726	-20	63	-30
English Learners	20	687	20	687	1,521,844	707	■	■	■
Students with Disabilities	17	667	24	636	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Elverta ES		Elverta JESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Elverta ES	Elverta JESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Types of Services Funded

In addition to general fund and state funding, Elverta Joint Elementary School District receives state and federal categorical funding for the following categorical, special education and support programs:

- School Improvement Program (SIP)-Funding suspended this year
- Professional Development (Title II)
- Gifted and Talented Education (GATE)-Funding suspended by the state this year.
- Safe and Drug-Free Schools (Title IV) -last year of federal funding.
- State Lottery
- English Language Acquisition-Last year of state funding.
- Immigrant Education and Limited English Proficient Students (Title III)
- Economically Disadvantaged and Title I (state and federal funding)
- Enhancing Education through Technology



“It is our good fortune to enjoy the support of a community that fully appreciates and embraces the value of quality education.”

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Elverta JESD	Elverta ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	15	9	8	10
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Elverta ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Elverta ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.14
Social Worker	0.00
Nurse	0.14
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Elverta JESD	Similar Sized District
Beginning Teacher Salary	\$41,356	\$38,744
Mid-Range Teacher Salary	\$57,245	\$55,509
Highest Teacher Salary	\$74,555	\$70,567
Average Principal Salary (Elementary School)	⊕	\$92,338
Average Principal Salary (Middle School)	⊕	\$96,427
Superintendent Salary	\$107,313	\$94,401
Teacher Salaries — Percent of Budget	40.0%	\$109,381
Administrative Salaries — Percent of Budget	5.0%	7.0%

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alpha Technology MS	\$5,172*	\$50,583
Elverta JESD	\$5,172*	\$52,894
California	\$5,455	\$57,071
School and District — Percent Difference	0.0%	-4.6%
School and California — Percent Difference	-5.5%	-12.8%

⊕ The Principal and Superintendent are combined as one position.

* Expenditures are not broken down by site.

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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school’s average teacher salary and a break-down of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Elverta ES	
Total Expenditures Per Pupil	\$7,800
Expenditures Per Pupil From Restricted Sources	\$2,628
Expenditures Per Pupil From Unrestricted Sources	\$5,172
Annual Average Teacher Salary	\$50,583



“Staff supports the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and fully promote this approach.”

School Accountability Report Card

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