



Rucker Elementary School

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Grades K-5
CDS Code 43-69484-6047336

Para español, visita
www.gusd.k12.ca.us

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Gilroy USD

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"Expecting all students to use their hearts and minds well"

Principal's Message

Rucker Elementary School has a long tradition of providing a learning environment that is nurturing, community centered and dedicated to supporting students to reach their highest potential. The teachers and support personnel at Rucker are skilled professionals who are passionate about their work. They ensure that their classroom environments celebrate the diversity within our school and promote high expectations for learning in a caring and joyful manner. Students, families and community members feel welcomed when they enter our office, classrooms and the rest of the school.

As the oldest school in Gilroy, established in 1893, Rucker is rich with traditions that continue to this day. Including festivals and our long-standing theater arts program, students and their families have many opportunities to participate in our school community. Gilroy Unified School District's Gifted and Talented Education (GATE) self-contained program for grades 3-5 is located on our campus. Students in all of our classrooms have regular access to technology, enabling them to develop the 21st century skills that are required for them to be successful today and in the future. They have Chromebooks in classrooms that support content learning, allow for project-based learning and collaboration with peers within their grade-levels. Teachers are utilizing online content that provides real-time data that allows them to more efficiently make instructional decisions, to target skills and to differentiate the learning for our students. Rucker students also have access to quality before- and after-school tutoring and intervention, as well as our after-school Power School program.

Our school is one of the Sobrato Early Academic Language (SEAL) model schools within the district. SEAL is a learning model that promotes intensive language and literacy education for all learners and targets the oral language needs of our English learners. Teachers receive high-quality, intensive professional development and access to a dedicated SEAL coach to support them and their classrooms. Instructional units are built around the Next Generation Science Standards and new social studies framework. In 2016-17 school year, we launched it with our kindergarten and first- grade classrooms. In the 2017-18 school year, we will add our second- and third-grade classes to the SEAL program.

At Rucker, we are fortunate to have an involved parent community. They work collaboratively with staff to support our students. Their work allows students in each classroom to have opportunities for field trips, school programs and classroom supplies to enrich and extend learning experiences. Members of our ELAC committee have brought the Los Dichos program to our school, where they share a story and art project that promotes cultural awareness. Rucker truly is a community of people working together to ensure that each child has the opportunities to reach their potential.

School Mission Statement

Rucker Elementary School provides an engaging learning environment that supports students to perform at their highest potential. We strive to deliver instruction that nurtures the whole child and meets the diverse needs of our learners through standards-aligned, developmentally appropriate and culturally responsive methods.

School Safety

The Gilroy Unified School District has adopted Character Counts! with the Six Pillars of Character as a citizenship and character-development program. We also use the Olweus Bullying Prevention Program districtwide and Positive Behavioral Interventions and Supports (PBIS) to promote school safety that focuses on anti-bullying and conflict resolution.

Rucker staff engages the whole school in promoting a safe and courteous school environment where respect for each other is expected. Daily announcements led by students focus upon one of the pillars. Our student council also holds monthly Rucker Way assemblies that center on one of the six pillars of character. Students are recognized for exhibiting positive behaviors at the assembly and daily within the classroom.

Rucker is enclosed with fencing, and all students are consistently supervised throughout the day. Rucker employs staff to monitor the school grounds for 30 minutes before the start of the school day, during lunch, and for 30 minutes after school in the parent pickup area. During recesses and after school, teachers monitor both the parent pickup and bus areas. All visitors are required to sign in the main office and wear an identification badge while on campus. Student sign-out procedures are strictly enforced. The campus is locked during school hours to ensure all visitors enter the main office. A video camera system is installed in the office with a display in the principal's office so that additional monitoring of campus visitors is available.

Fire drills are held monthly, according to the district's mandated Emergency Drill Schedule. Earthquake and code-red drills are included in the drill schedule. The school works closely with the local sheriff's department to get feedback on ways to improve school safety. All staff members have received training in the use of epinephrine auto-injectors (such as EpiPens) and automated external defibrillators (AED) for both adults and children.

A counseling referral system is in place for students who may be experiencing difficulty within their homes and or at school.

Rucker follows the guidelines from the district and state regarding suspension and expulsion of students. We strive to ensure that our staff and students have a safe and orderly place to work and learn.

The school safety plan was last reviewed, updated and discussed with the faculty in January 2018.

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.



District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



Governing Board

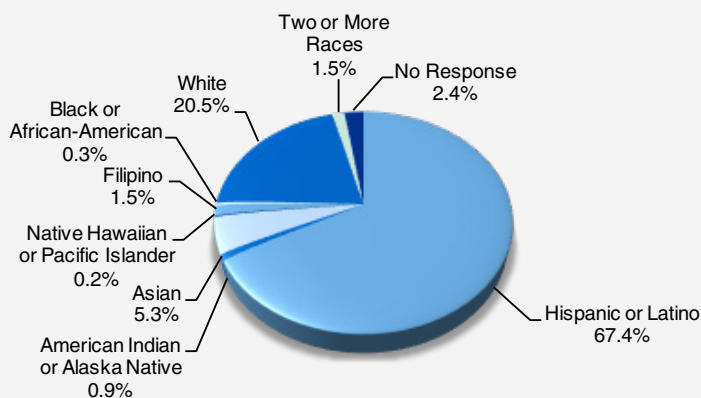
Heather Bass
Mark Good
Patricia Midtgaard
James Pace
Linda Piceno
Jaime Rosso
B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 585 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



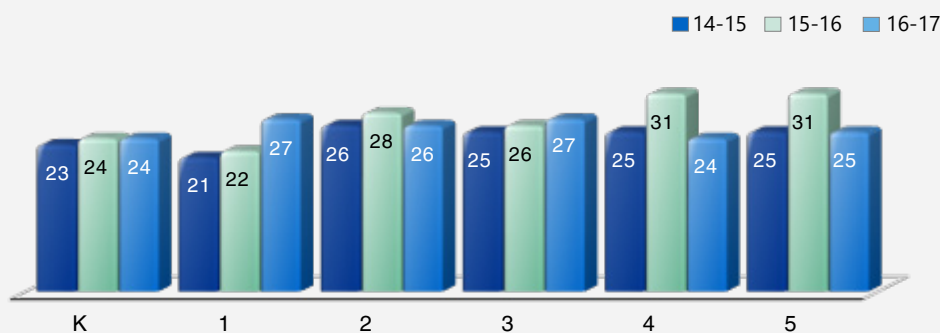
Socioeconomically disadvantaged 61.50% English learners 36.90% Students with disabilities 13.30% Foster youth 1.40%

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

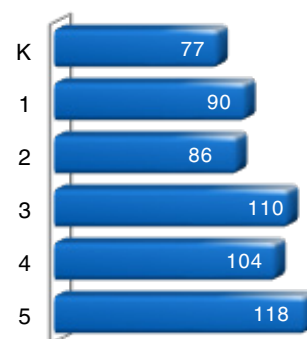
Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			3			4	
1	2	2			4			3	
2		3			3			3	
3	1	3			3			4	
4	1	2	1		3		2	3	
5		3			1	2	1	3	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Rucker ES			
	14-15	15-16	16-17
Suspension rates	2.1%	3.0%	2.3%
Expulsion rates	0.2%	0.0%	0.0%
Gilroy USD			
	14-15	15-16	16-17
Suspension rates	4.0%	3.3%	3.9%
Expulsion rates	0.2%	0.1%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Rucker ES		Gilroy USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	60%	64%	60%	56%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Rucker ES		Gilroy USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	40%	38%	49%	49%	48%	48%
Mathematics	37%	37%	40%	42%	36%	37%



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage 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 2017-18 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		2017-18 School Year
	Rucker ES	Gilroy USD
Program Improvement status	In PI	In PI
First year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement		10
Percentage of schools currently in Program Improvement		90.90%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: 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 Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	333	329	98.80%	37.99%
Male	174	170	97.70%	38.24%
Female	159	159	100.00%	37.74%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	21	100.00%	80.95%
Filipino	❖	❖	❖	❖
Hispanic or Latino	213	212	99.53%	23.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	71	68	95.77%	66.18%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	189	187	98.94%	19.25%
English learners	152	151	99.34%	21.19%
Students with disabilities	49	48	97.96%	14.58%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	333	329	98.80%	36.78%
Male	174	170	97.70%	38.24%
Female	159	159	100.00%	35.22%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	21	100.00%	71.43%
Filipino	❖	❖	❖	❖
Hispanic or Latino	213	212	99.53%	22.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	71	68	95.77%	61.76%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	189	187	98.94%	18.18%
English learners	152	151	99.34%	19.21%
Students with disabilities	49	48	97.96%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 5, 2017.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading	<i>Benchmark Advanced/Benchmark</i>	2017
Reading	<i>Treasures</i> , Macmillan/McGraw-Hill (English language development)	2009
Reading	<i>Tesoros de lectura</i> , Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion)	2009
Mathematics	<i>Go Math!</i> , Harcourt	2016
Science	<i>California Science</i> , Harcourt (K-5)	2007
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson/Scott Foresman (K-3)	2006
History/social science	<i>Reflections</i> , Harcourt (4-5)	2006

Parental Involvement

Rucker values the active parents who support our school and our students. We have a variety of ways that parents and community members can be involved. There are a few formal committees that parents can join to provide input on school issues. The School Site Council (SSC) oversees the Single Plan for Student Achievement (SPSA) and approves the site school budget. The SSC is made up of four parents and three staff members, plus the principal. The English Learner Advisory Committee (ELAC) meets monthly and addresses a number of topics: the language census, approval of the English language development (ELD) portion of the school plan, parent needs and education, and student attendance. The California Association for Bilingual Education (CABE) Project 2-Inspire program has trained two cohorts of our Spanish-speaking parents in leadership, which they will present to future cohorts of parents. The Rucker Home and School Club organizes school-based events and fundraising, Harvest Festival, book fair and other monthly events. Their efforts help to raise money in support of our instructional programs. Our classrooms and theater arts program also benefit from parent volunteers in and out of the classroom.

To find more information on how you can volunteer at our school, please contact Principal Christine Anderson at (408) 842-6471. Parents may also email our Home and School Club at rhsc@ruckercougars.com.

Public 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 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.

✧ Not applicable.

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2017-18 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

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/5/2017

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/25/2017
Date of the most recent completion of the inspection form		10/30/2017

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		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Exterior Lunch tables need to be replaced. Door frames in 200 wing damaged and need to be replaced. Lunch tables are in the process of being replaced. Door frames are being replaced during no school days and hours.	February 2018

School Facilities

Rucker is one of the oldest schools in Santa Clara County. Our campus is located in a rural neighborhood about 3 miles north of downtown Gilroy. Our campus benefited from a modernization project in the 2014-15 school year and refurbishment of some of our classrooms in the 2015-16 school year. We are anticipating that we will be planning for an upgrade to our technology infrastructure in the years ahead.

We have maintained our older classrooms. Our campus has 28 classrooms, and 14 of these classrooms are portables. We also have two computer labs, a multiuse room (with stage and theatrical lighting), a library, two playgrounds (one for kindergarten and one for other grades) and two grass fields (one for kindergarten and one for upper grades).

The school is well maintained and cleaned on a daily basis by two custodians (one day shift, one night shift). A facilities repair process is in place to request and track needed maintenance.

All of our classrooms are connected to the internet, and every teacher has a laptop computer for use with the Mobi, LCD projector and ELMO. We have two computer labs with 33 computers in each lab, all with internet access. In addition to the two labs, Rucker has nine carts with Chromebooks for use in classrooms.

We have an on-site learning garden which has been recently refurbished by our Home and School Club parent volunteers.

Students have access to eat indoors during inclement weather and outdoors when weather permits. Custodial staff ensures that eating areas for students are cleaned daily and that in general trash around the school is cleaned up.

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School Facilities

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Rucker is enclosed with fencing, and all students are consistently supervised throughout the day. All visitors to the campus must check in at the office. Playground supervisors are present before school, during lunch and after school for parent pickup. Students may attend either the before-school program or the after-school program, Power School. These programs are closely supervised.



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

2016-17 School Year

Grade 5

Four of six standards	20.7%
Five of six standards	26.4%
Six of six standards	24.8%

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		
	Gilroy USD	Rucker ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	496	24	22	25
Without a full credential	32	2	3	1
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Rucker ES			
Teachers	15-16	16-17	17-18	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	1	0	

Professional Development

The school site and district office work together to coordinate three full-days of staff trainings which allow for alignment of district initiatives and cross-school articulation. During the 2016-17 school year, the district will provide professional development to support our new math adoption and English language development (ELD) instruction with an emphasis on integrated standards. District coaches will provide ongoing site-based support in those areas, and will continue support the implementation of Thinking Maps and Academic Vocabulary. Teachers also have opportunities to participate in workshops held after school on topics such as technology, classroom management and English language arts (ELA). New teachers will have the option to receive support from a site-based mentor and districtwide new teacher forums.

The district will also support Rucker by providing SEAL training from Sobrato for teachers in kindergarten and first grade. A dedicated site-based coach will support teachers on-site with the planning, implementation and refinement of strategies.

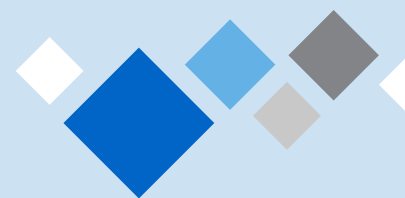
Site-based professional development occurs on a regular basis during the three staff meetings held each month. Staff is supported in their professional learning community work to look at student data, make instructional shifts and create action plans that target specific skills for specific students. Our site-based literacy coach facilitator provides ongoing support to teachers through 1:1 thought partnering, grade-level support and after-school workshops that target increasing student literacy. All professional development activities at the site level are centered on closing the achievement gap through culturally responsive and targeted instructional approaches.

Professional Development Days		Three-Year Data		
	2015-16	2016-17	2017-18	
Rucker ES	3 days	3 days	3 days	

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	1.000
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.250
Psychologist	0.500
Social worker	0.000
Nurse	0.400
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	1.000
Other	
	FTE
Literacy facilitator	1.000
Data paraprofessional	0.625
Health clerk	0.375
Office coordinator	1.000
School office clerk	0.750
Paraprofessionals (7)	4.200
✧ Not applicable.	



Financial Data

The financial data displayed in this SARC is from the 2015-16 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 California Department of Education (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 website 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		2015-16 Fiscal Year
	Gilroy USD	Similar Sized District
Beginning teacher salary	\$49,748	\$48,522
Midrange teacher salary	\$73,285	\$75,065
Highest teacher salary	\$93,101	\$94,688
Average elementary school principal salary	\$127,507	\$119,876
Average middle school principal salary	\$136,790	\$126,749
Average high school principal salary	\$145,040	\$135,830
Superintendent salary	\$215,416	\$232,390
Teacher salaries: percentage of budget	37%	37%
Administrative salaries: percentage of budget	5%	5%

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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rucker ES	\$4,725	\$86,697
Gilroy USD	\$7,417	\$88,493
California	\$6,574	\$77,824
School and district: percentage difference	-36.3%	-2.0%
School and California: percentage difference	-28.1%	+11.4%

Types of Services Funded

Rucker uses state and federal funds to pay for our intervention teachers, classroom assistants and librarian. We also use these funds to purchase intervention materials, books, and other materials for our classrooms and central library.



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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,374
Expenditures per pupil from restricted sources	\$1,649
Expenditures per pupil from unrestricted sources	\$4,725
Annual average teacher salary	\$86,697

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 and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. 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.

All data accurate as of November 2017.

School Accountability Report Card

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