El Rancho High School

School Accountability Report Card

Principal's Message

As principal of El Rancho High School (ERHS), I am very proud of the students and staff of our school. They share the common qualities of respect and courtesy. Academically, this school continues to improve, as demonstrated by our Academic Performance Index (API) score, California High School Exit Exam (CAHSEE) passage rate, low dropout percentage, and the increased number of Advanced Placement (AP) courses offered. Our staff has high academic expectations for our students, and expectancies that are met and often exceeded. As the single comprehensive high school in our District, El Rancho must meet the needs of all students. In addition to high quality academic programs, we consider the following programs to be second to none: visual and performing arts, technology, journalism, media, math and language arts interventions, and athletics. The Link Crew, Drama Club, and Academic Decathlon Team are just three of the many organizations on campus designed to meet the needs of the students.

"Blue Pride" is more than mere words. The feeling permeates the campus corridors. A student's four years at El Rancho should provide the foundation for a full and satisfying life.

Sam Genis, Principal

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages. These programs include:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential.
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies.
- Certificated and Staff Training
- Site Administrator Training

We dedicate three full days and approximately 18 half days towards professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, district and schoolwide action plans. Our intern teachers are supported by University Supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and Special Population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

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

El Rancho Unified School District

9333 Loch Lomond Drive
Pico Rivera, CA 90660
Phone: (562) 942-1500
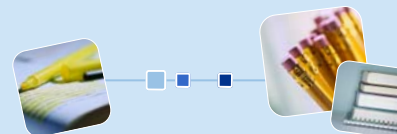**Fax:** (562) 949-2821
www.erusd.org

Dr. Myrna Rivera Coté
Superintendent

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.
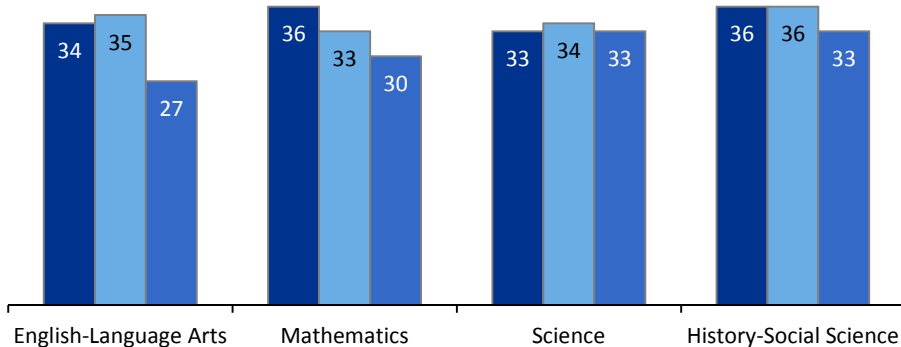
El Rancho High School

Class Size

■ 08-09　□ 09-10　■ 10-11

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

Subject	08-09	09-10	10-11
English-Language Arts	34	35	27
Mathematics	36	33	30
Science	33	34	33
History-Social Science	36	36	33

Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	14	12	47	13	11	45	41	39	55
Mathematics	4	10	54	5	10	51	16	24	60
Science	5	11	27	5	9	23	4	17	51
History-Social Science	3	6	49	4	7	41	11	17	66

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

	El Rancho HS
Percentage of Students Meeting Fitness Standards	**Grade 9**
Four of Six Standards	23.4%
Five of Six Standards	20.2%
Six of Six Standards	35.4%

Parental Involvement

El Rancho High School values parental and community input. We have many opportunities for parents to take part in various areas. One of the arenas for parental involvement is the School Site Council (SSC). Another opportunity for parents is our Parent Institute for Quality Education (PIQE). This institute is held on campus to provide parents with information, knowledge, skills, and a personal commitment to improve their child's education. Parents have an opportunity to be aware of, and take part in, the process of decision-making that affects student learning. A third arena for parents to become involved in is the Band Booster organization. This is an active group of over 100 parents that financially supports the instrumental program by meeting on a monthly basis. There are five times per year where parents have the opportunity to conference, meet with teachers, and view student work.

The purchase, implementation, and support of Edulink and Teleparent, computerized programs that communicate with parents on a daily basis about the absences and tardies of their student, has greatly improved the communication between El Rancho High School and its parents.

Additionally, El Rancho High School offers parent education classes that focus on topics such as academic programs, discipline in the home, drug abuse, and active parenting.

For more information on how to become involved at the school, please contact Ray Peña, Counselor, at (562) 801-5355 or rpena@erusd.k12.ca.us.

El Rancho High School Vision Statement

El Rancho High School is committed to providing students with an education that is rigorous, engaging, and Standards-based. Our highly qualified staff, along with parents and the community, will support student achievement by

- Holding all students accountable
- Employing teaching strategies that accommodate student learning
- Consistently assessing alignment and effectiveness of curriculum
- Ensuring that all students meet graduation requirements
- Creating and sustaining an academic and social environment that promotes student learning and success
- Promoting student involvement in extracurricular activities
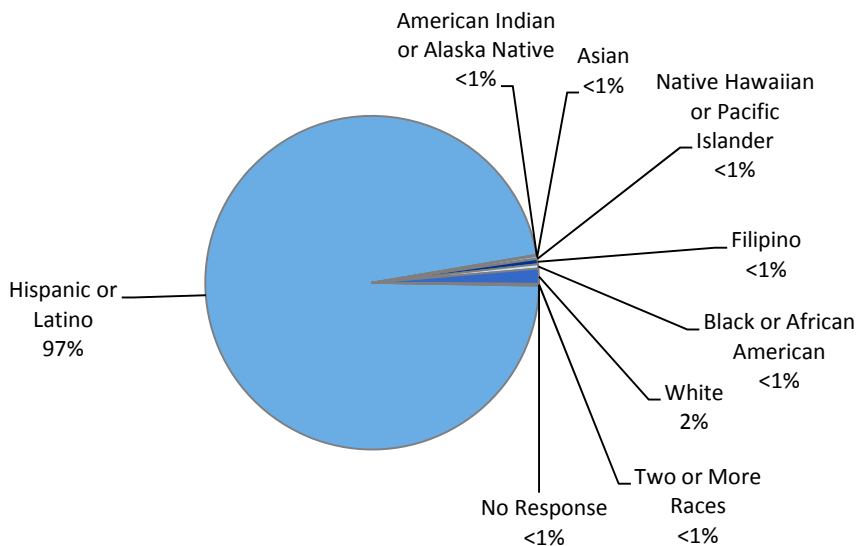- Actively working together to promote academic success at the highest level

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						
	El Rancho HS			El Rancho USD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.086	0.097	0.105	0.086	0.093	0.103
Expulsion Rate	0.008	0.007	0.007	0.005	0.004	0.005

Enrollment and Demographics

The total enrollment at the school was 3,172 students for the 2010-11 school year.*

American Indian or Alaska Native <1%
Asian <1%
Native Hawaiian or Pacific Islander <1%
Filipino <1%
Black or African American <1%
White 2%
Two or More Races <1%
No Response <1%
Hispanic or Latino 97%

"The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/ staff at all learning stages."

Student Enrollment by Group

El Rancho HS	
Socioeconomically Disadvantaged	54.5%
English Learners	35.8%
Students with Disabilities	7.1%

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

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**	Good
Interior	Poor	**Safety**	Fair
Cleanliness	Good	**Structural**	Good
Electrical	Poor	**External**	Good
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			11/04/2011
Date of the Most Recent Completion of the Inspection Form			11/04/2011

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	Missing tiles (Replaced 12/19/11)
Electrical	Repair lighting (Repaired 12/19/11)
Safety	Restore all illuminated exit signs to working order (Restored 11/11)

The Mission of El Rancho High School

The community of El Rancho High School is committed to creating an environment in which students acquire the skills and tools to be life-long learners and responsible citizens. This will be achieved through a student-centered, teacher-guided curriculum that recognizes diversity in a climate of positive parental involvement.

School Facilities

The high school was built in 1952, and at that time won an award from California for its architecture. Modernized in 2002, each of the 134 classrooms has Internet connectivity, a telephone, and a combination TV/VCR/DVD. The school's library, staffed by one full-time Librarian and two library clerks, houses three computer labs and two study areas that are available for student use before school, during tutorial at lunch and after school.

Officially opening in October of 2010, in the Southwest corner of campus, is the Raul P. Salcido Memorial Gymnasium. With a regulation basketball/volleyball court running the length of the gymnasium or two transverse courts running the width of the building, the gymnasium will serve primarily as a practice facility. The 13,000 square foot facility, with bleacher style seating that will accommodate 500 guests will also be home to the Don wrestling team.

In moving the Don wrestling team to the new gymnasium, the old wrestling room was vacated and is in the process of being converted into a campus bookroom.

District Maintenance personnel have completed the construction which included the installation on new dropped ceilings, lighting, and paint throughout the room.

To better accommodate the 3,300 students at ERHS during meal time, the 2009-2010 academic year saw an additional food service area established. This serving line provides both hot and cold meals with buffet style self-service.

El Rancho students and staff have great pride in the campus. There are measures in place to ensure the safety and cleanliness of school grounds. The maintenance staff consists of twelve day/night groundsmen, maintenance workers, and custodians. The maintenance staff maintains the cleanliness of the campus, classroom and restrooms facilities. This year the custodial staff will see an increased workload with eight additional restrooms that are set to debut this fall. Each of those restrooms has been modernized and is ADA accessible.

Daily, students are encouraged to clean up after themselves, and do so on a regular basis. A 'Green Team' has been established, promoting general campus cleanliness as well as recycling.

Textbooks and Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Holt, Reinhart and Winston	2002
Mathematics	College Preparatory Mathematics, 2nd Edition	2001
Science	BSCS Blue Version: A Molecular Approach	2002
Science	Chemistry, Merrill Glencoe	2001
History-Social Science	Prentice Hall	2000

Currency of Textbook Data

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

Currency of Textbook Data	
Data Collection Date	08/2011

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.

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

"El Rancho High School values parental and community input."

School Facilities

Continued from page 4

The 'Green Team' is a group of students that have teamed with administration to produce short films that promote their vision of a clean campus.

Annually, a Saturday morning is spent beautifying the campus with students, faculty and administration teaming up on various cleaning, gardening, and painting projects throughout the 36-acre campus.

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 $570,920 for the Deferred Maintenance Program. This represents .075% of the District's general fund budget.

Availability of Textbooks and Instructional Materials

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

El Rancho HS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

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, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	El Rancho HS			El Rancho USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	35%	40%	41%	40%	44%	45%	49%	52%	54%
Mathematics	17%	18%	23%	36%	40%	40%	46%	48%	50%
Science	37%	37%	42%	42%	46%	50%	50%	54%	57%
History-Social Science	35%	37%	45%	35%	35%	45%	41%	44%	48%

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

Percentage of Students Scoring at Proficient or Advanced Levels				
	Spring 2011 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45%	40%	50%	45%
All Students at the School	41%	23%	42%	45%
Male	38%	25%	42%	50%
Female	44%	21%	41%	40%
Black or African American	42%	8%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	23%	41%	45%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47%	16%	❖	40%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	38%	23%	40%	45%
English Learners	8%	11%	9%	14%
Students with Disabilities	19%	14%	10%	16%
Students Receiving Migrant Education Services	48%	19%	❖	33%

❖ 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	4	4	4
Similar Schools API Rank	4	3	3

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									
	2011 Growth API						**El Rancho HS — Actual API Change**		
Group	**El Rancho HS**		**El Rancho USD**		**California**				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**08-09**	**09-10**	**10-11**
All Students	2,189	735	7,458	753	4,683,676	778	14	20	20
Black or African American	10	■	28	739	317,856	696	■	■	■
American Indian or Alaska Native	3	■	9	■	33,774	733	■	■	■
Asian	6	■	18	883	398,869	898	■	■	■
Filipino	9	■	27	822	123,245	859	■	■	■
Hispanic or Latino	2,125	735	7,281	753	2,406,749	729	15	20	22
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	■	■	■
White	32	727	78	708	1,258,831	845	■	■	■
Two or More Races	2	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	1,434	724	5,396	745	2,731,843	726	3	30	12
English Learners	767	669	2,851	713	1,521,844	707	13	21	16
Students with Disabilities	177	498	783	562	521,815	595	-19	-34	13

■ Data are reported only for numerically significant groups.

"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."

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				
	El Rancho HS		El Rancho USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

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		
	El Rancho HS	El Rancho USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50%

✧ Not applicable.

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- State Preschool Program
- School Library Grant
- Title III (Emergency Immigrant)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	**Graduating Class of 2011**	
	El Rancho HS	**El Rancho USD**
All Students	88.7%	84.2%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	88.3%	83.7%
Native Hawaiian or Pacific Islander	❖	❖
White	❖	❖
Two or More Races	❖	❖
Socioeconomically Disadvantaged	83.1%	79.0%
English Learners	13.6%	18.2%
Students with Disabilities	44.3%	46.4%

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			**1-year Dropout Rate**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
El Rancho HS	93.96%	93.60%	93.44%	1.3%	1.5%	1%
El Rancho USD	92.44%	90.15%	88.17%	1.7%	2.6%	2.1%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ 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.

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 2.8% of the school's students were enrolled in a total of 21 AP courses offered.

Advanced Placement Courses	
Foreign Language	7
Mathematics	4
Science	5
Social Science	5

School Safety

El Rancho High School provides a safe and clean campus to promote a positive and clean environment for students. Administrators, counselors, teachers, security personnel, and staff provide supervision. Communication by these parties is done through a handheld radio system. Also, each classroom is equipped with a telephone, which provides direct access to the office. Fencing is still being erected in order for the entire campus to be enclosed. During the school day, there is one entrance to the interior of the campus and two school peace officers are on duty.

A systematic evacuation plan has been established for students and staff. El Rancho updates its School Safety Plan yearly. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2011. The purpose of the plan is to promote safety in the event of a disaster. The Safety Plan addresses preparedness and response to earthquake, fire, and intruders on campus. Practice drills are conducted once a trimester. Should a disaster occur, special teams have been established for search and rescue, first aid, security, and student accountability.

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			**Mathematics**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
El Rancho HS	42%	43%	54%	47%	48%	52%
El Rancho USD	41%	42%	53%	◈	◈	◈
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level						
	English-Language Arts			**Mathematics**		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the District	47%	31%	22%	48%	39%	13%
All Students at the School	46%	31%	22%	48%	39%	13%
Male	52%	30%	18%	45%	39%	15%
Female	40%	33%	27%	50%	40%	11%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	47%	31%	22%	48%	39%	13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	36%	45%	18%	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	50%	29%	21%	50%	37%	13%
English Learners	93%	7%	0%	79%	21%	0%
Students with Disabilities	97%	3%	0%	90%	10%	0%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

◈ Information not available.

❖ 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.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest/.

University of California and California State University Admission	
	El Rancho HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	73.6%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission 2009-10	33.6%

Career Technical Education Programs

CTE courses are included in the Visual/Performing Arts department and in the Regional Occupation Program (ROP). Currently, there are nine ROP courses offered on campus, all of which are aligned to the appropriate State Standards and are taught by certified ROP teachers. All of these courses directly lead to more advanced college courses and/or a viable occupation. The seven graphic arts courses offered within the Visual/Performing Arts department are articulated with a local city college. Students are encouraged to continue with the coursework at college in order to be competitive in a job market. The CTE program sequences offered by the District are Visual/Performing Arts courses which include the following: Culinary Arts, Video Production, Web Design, Digital Photo, Digital Imaging, Advanced Digital Imaging, Digital Animation, and Digital Animation 2.

ERHS offers two programs that are articulated with two local city colleges. ROP Administration of Justice offers college credit through Rio Hondo Community College, and Advanced Digital Animation. ROP courses include the following: Computer Office Administration, Early Childhood Education, Introduction to Medical Science, Hospital Careers, Administration of Justice, Careers in Education, Internet and Computer, and Forensics. The primary representative of the District's career technical advisory committee is Herb Ortiz, College and Career Counselor of El Rancho High School.

Our goal is to continue offering programs and classes that are integrated with our Standards-based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce. New programs are in development to support these stated goals.

In both the school and ROP designed programs, students may use the classes as stepping stones toward advanced college classes, or they may use the knowledge and training gained by completing these courses to enter directly into the job market. The courses are designed for immediate application or as a gateway to further education in a particular field.

Career Technical Education Programs

Continued from left

Most career technical classes or programs are competency based in that students perform to a specific level of proficiency. Students enrolled in CTE classes are monitored via accountability and assessment data. The data reflects (among other things) program completers who transition to colleges or entry-level positions. All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	750
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	60.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	45.0%

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				
	El Rancho USD	El Rancho HS		
Teachers	**10-11**	**08-09**	**09-10**	**10-11**
With Full Credential	418	124	123	124
Without Full Credential	7	12	6	2
Teaching Outside Subject Area of Competence		4	2	2

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			
	El Rancho HS		
	09-10	**10-11**	**11-12**
Teacher Misassignments of English Learners	2	0	1
Total Teacher Misassignments	4	0	1
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**
El Rancho HS	94.5%	5.5%
All Schools in District	94.67%	5.33%
High-Poverty Schools in District	94.67%	5.33%
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	7.0
Ratio of Students Per Academic Counselor	454:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0

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	**El Rancho USD**	**Similar Sized District**
Beginning Teacher Salary	$42,595	$41,035
Mid-Range Teacher Salary	$64,566	$65,412
Highest Teacher Salary	$82,128	$84,837
Average Principal Salary (Elementary School)	$107,386	$106,217
Average Principal Salary (Middle School)	$107,473	$111,763
Average Principal Salary (High School)	$128,585	$121,538
Superintendent Salary	$168,349	$197,275
Teacher Salaries — Percent of Budget	41%	39%
Administrative Salaries — Percent of Budget	5%	5%

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**
El Rancho HS	$3,700	$65,965
El Rancho USD	$4,107	$65,732
California	$5,455	$67,667
School and District — Percent Difference	-11.0%	+0.4%
School and California — Percent Difference	-47.4%	-2.6%

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	
El Rancho HS	
Total Expenditures Per Pupil	$4,216
Expenditures Per Pupil From Restricted Sources	$516
Expenditures Per Pupil From Unrestricted Sources	$3,700
Annual Average Teacher Salary	$65,965

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.