

Eugene A. Obregon School - APEX Program

School Accountability Report Card



GRADES K-12

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Jimmy Templin, Coordinator

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

Coordinator's Message

Welcome to Obregon School. Obregon is a Kindergarten through Twelfth grade school open to students who are eligible for special education services and who have identified needs in the areas of emotional and/or behavioral functioning. The school staff is committed to providing our students with the support necessary to attain the skills required to successfully transition to the general education setting. Parents are important members of the instructional team. Together we are able to provide a dynamic learning environment for the students. We are proud of our school and the accomplishments of our students and staff.

The mission of the school, in partnership with the community, is to provide an educational setting specially designed for students with emotional and behavioral needs that fosters a culture of Respect, Resilience and Responsibility within a positive and structured school environment.

Our purpose is to provide the student with:

- Alternative education setting
- Positive and supportive environment
- Emphasis on teaching and reinforcing of appropriate behaviors
- Counseling support

Parental Involvement

Obregon supports the academic program by promoting a supportive school culture between home, school, ERUSD, and the community. Home connections are made with informative notes and letters, emails when appropriate and available, and a calendar of events which is sent home once a month. Notes from the principal and front office are sent home in both English and Spanish. A parent support group meets monthly to assist parents with some of the issues they may be experiencing with their children at home.

Community agencies, such as Pacific Clinics, Intercommunity Child Guidance, and ALMA Family Services, focus on mental health and physical wellness; these support services for students and families help to create an environment conducive to raising student achievement and improving social-emotional well being. Parents receive ongoing reports regarding the progress of their child. They meet with teachers at Back-to-School Night and at parent conferences.

For more information on how to become involved at the school, please contact Jackie Ramos, Health Clerk III, at (562) 463-0258.

School Safety

Obregon provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff. Each drill is reviewed by staff to assure effective preparedness in case of an emergency. The school maintains emergency supplies for all students and staff in case of a crisis. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2011. Key elements of the plan include safety drills, crisis intervention plans, course of action by the different readiness teams, emergency contact information, and evacuation routes and procedures.

Obregon is a secured campus. All visitors must enter and exit via the front school office. School staff supervises the campus and playgrounds. In addition, District police units are available to further assure the safety of our students.

It is our goal to ensure that our campus is a safe and conducive environment for learning.

"We are proud of our school and the accomplishments of our students and staff."

El Rancho Unified School District

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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.



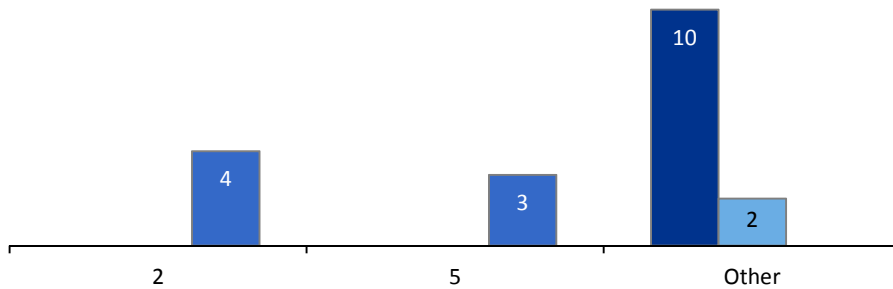
Eugene A. Obregon School - APEX Program



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+
2							1		
5							1		
Other	1			1					

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					
	Eugene A. Obregon School			El Rancho USD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	2.143	2.588	1.083	0.086	0.093	0.103
Expulsion Rate	0.000	0.000	0.000	0.005	0.004	0.005

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.

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*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Eugene A. Obregon School - APEX Program. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



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.

School Facility Items Inspected

The table shows 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

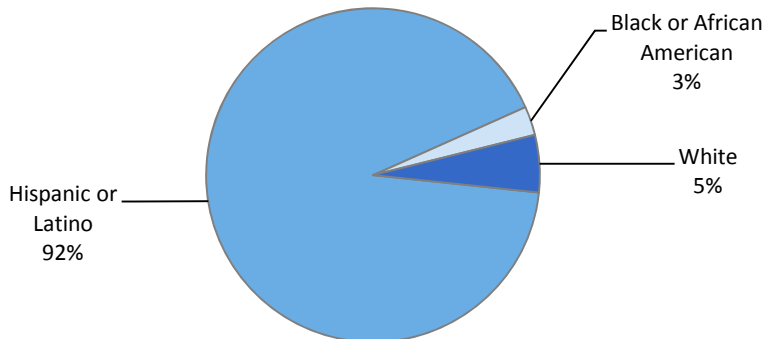
School Facility Good Repair Status

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/15/2011
Date of the Most Recent Completion of the Inspection Form			09/15/2011

Enrollment and Demographics

The total enrollment at the school was 36 students for the 2010-11 school year.*



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

School Facilities

Obregon was built in 1966 and is a beautiful and quiet campus. It has eight classrooms, an office, cafeteria, large athletic field, and an outdoor amphitheater. With the help of the District's modernization plan, all eight classrooms were upgraded. The school cafeteria is handicapped accessible and the bathrooms have been modernized. Obregon employs a full-time custodian and the district grounds crew to ensure a clean and safe environment. Obregon is a secure campus and all visitors must enter and exit via the front office.

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.



Student Enrollment by Group

Eugene A. Obregon School	
Socioeconomically Disadvantaged	34.3%
English Learners	22.9%
Students with Disabilities	97.1%

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	Reading, Houghton Mifflin (K-6)	2009
English-Language Arts	Timeless Voices, Prentice Hall (7-8)	2009
English-Language Arts	Timeless Themes, Prentice Hall (7-8)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Mathematics	California Standards-Driven Mathematics, CGP (6-7)	2010
Mathematics	Algebra I (Algebra Connections), CPM (8)	2010
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6)	2009
Science	Focus on Life Science California Edition, Glencoe/McGraw-Hill (7)	2009
Science	Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8)	2009
History-Social Science	World History: Ancient Civilization, McDougal Littell (6)	2009
History-Social Science	World History: Medieval and Early Modern Times, McDougal Littell (7)	2009
History-Social Science	Creating America: Beginning through World War I, McDougal Littell (8)	2009
ELD	High Point, Hampton-Brown (6-8)	2009

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

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Eugene A. Obregon School	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	0%
Science Laboratory Equipment (Grades 9-12)	✧



Currency of Textbook Data

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

Eugene A. Obregon School	
Currency of Textbook Information	
Data Collection Date	09/2011

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									
	Eugene A. Obregon School			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	8%	10%	5%	40%	44%	45%	49%	52%	54%
Mathematics	0%	10%	0%	36%	40%	40%	46%	48%	50%
Science	❖	❖	❖	42%	46%	50%	50%	54%	57%
History-Social Science	❖	0%	7%	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				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45%	40%	50%	45%
All Students at the School	5%	0%	❖	7%
Male	5%	0%	❖	8%
Female	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	2%	0%	❖	8%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	4%	0%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	5%	0%	❖	9%
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	*	*	*
Similar Schools API Rank	*	*	*

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						Eugene A. Obregon School — Actual API Change		
	Eugene A. Obregon School		El Rancho USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	28	400	7,458	753	4,683,676	778	◇	◇	◇
Black or African American	1	■	28	739	317,856	696	◇	◇	◇
American Indian or Alaska Native	0	■	9	■	33,774	733	◇	◇	◇
Asian	0	■	18	883	398,869	898	◇	◇	◇
Filipino	0	■	27	822	123,245	859	◇	◇	◇
Hispanic or Latino	26	390	7,281	753	2,406,749	729	◇	◇	◇
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	◇	◇	◇
White	1	■	78	708	1,258,831	845	◇	◇	◇
Two or More Races	0	■	4	■	76,766	836	◇	◇	◇
Socioeconomically Disadvantaged	18	380	5,396	745	2,731,843	726	◇	◇	◇
English Learners	6	■	2,851	713	1,521,844	707	◇	◇	◇
Students with Disabilities	28	400	783	562	521,815	595	◇	◇	◇

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

■ Data are reported only for numerically significant groups.

◇ Information not available.

“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				
	Eugene A. Obregon School		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	No	No	No	No
API	**		Yes	
Graduation Rate	▲		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		
	Eugene A. Obregon School	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%	

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

◇ 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	
	Eugene A. Obregon School	El Rancho USD
All Students	❖	84.2%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	83.7%
Native Hawaiian or Pacific Islander	❖	❖
White	❖	❖
Two or More Races	❖	❖
Socioeconomically Disadvantaged	❖	79.0%
English Learners	❖	18.2%
Students with Disabilities	❖	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
Eugene A. Obregon School	❖	❖	❖	18.2%	0%	40%
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.

❖ Information not available.

Advanced Placement Courses

No information is available for Eugene A. Obregon School - APEX Program regarding advanced placement (AP) courses offered.

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	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%

Career Technical Education Programs

Obregon does not have a formal CTE Program.



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. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Eugene A. Obregon School - APEX Program.

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
Eugene A. Obregon School	❖	❖	❖	❖	❖	❖
El Rancho USD	41%	42%	53%	◆	◆	◆
California	52%	54%	59%	53%	54%	56%

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Percentage of Students Achieving at Each Performance Level			
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	47%	31%	22%
Mathematics	48%	39%	13%

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)

❖ 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.

◆ Information not available.

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.



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, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
Salazar Cont. HS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	0%

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.

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	Eugene A. Obregon School		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	418	2	5	6
Without Full Credential	7	1	1	1
Teaching Outside Subject Area of Competence		0	1	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			
	Eugene A. Obregon School		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	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
Eugene A. Obregon School	40.00%	60.00%
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	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	3.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	2.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	
Behavior Technician	17.0



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
Eugene A. Obregon School	\$737	\$62,150
El Rancho USD	\$4,107	\$65,732
California	\$5,455	\$67,667
School and District — Percent Difference	-457.1%	-5.8%
School and California — Percent Difference	-640.0%	-8.9%

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 breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Eugene A. Obregon School	
Total Expenditures Per Pupil	\$2,234
Expenditures Per Pupil From Restricted Sources	\$1,497
Expenditures Per Pupil From Unrestricted Sources	\$737
Annual Average Teacher Salary	\$62,150



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