

## 2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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**GRADES 9-12**  
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### El Rancho Unified School District

Norbert Genis, Superintendent

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### 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*

### 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. 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 Teleparent, a computerized program that communicates 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.org](mailto:rpena@erusd.org).

### 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. 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 September 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.



### 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.

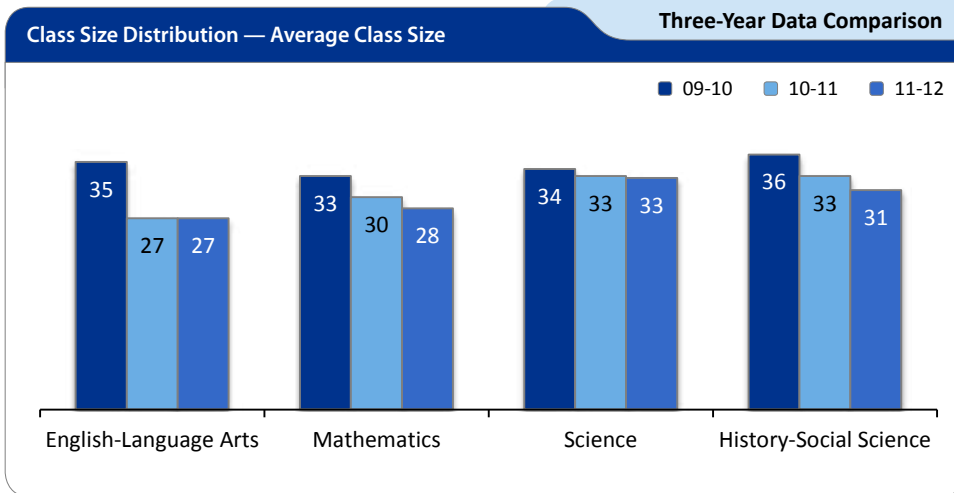


### District Mission Statement

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.

### Class Size

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.

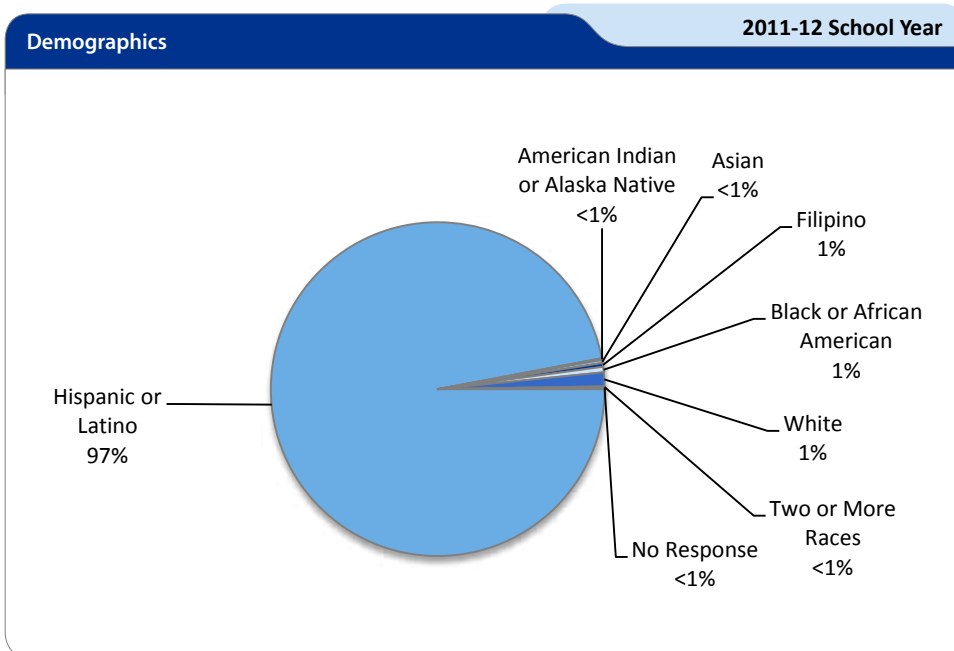


**Class Size Distribution — Number of Classrooms by Size** **Three-Year Data Comparison**

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	13	11	45	41	39	55	40	26	56
Mathematics	5	10	51	16	24	60	18	45	35
Science	5	9	23	4	17	51	7	14	49
History-Social Science	4	7	41	11	17	66	13	24	55

### Enrollment and Demographics

The total enrollment at the school was 3,039 students for the 2011-12 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of September 2012.



### 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/](http://www.cde.ca.gov/ta/tg/pf/).

**Percentage of Students Meeting Fitness Standards**

**2011-12 School Year**

Grade 9	
Four of Six Standards	20.40%
Five of Six Standards	20.40%
Six of Six Standards	35.30%



### 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		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/26/2012
Date of the Most Recent Completion of the Inspection Form			10/26/2012

### Deficiencies and Repairs

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

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Replace carpet at three locations/paint repairs at two locations (Scheduled for summer of 2013)	
Electrical	Repair or replace lights as needed (Completed 12/2012)	
Restrooms/Fountains	Replace broken urinal (Completed 11/2012)	

### 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.

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### School Facilities

*Continued from left*

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.

To better accommodate the 3,000 students at ERHS during meal time, the 2011-2012 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

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 2012-13 school year, the District budgeted \$430,800 for the Deferred Maintenance Program. This represents .0106% of the District's general fund budget.



### 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		2012-13 School Year
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	
2012-13 School Year	
Data Collection Date	10/2012

### 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		2012-13 School Year
Subject	El Rancho HS	
	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	0%	



### 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.

### Quality of Textbooks

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

Quality of Textbooks		2012-13 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	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	



### STAR Results for All Students

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.

Subject	Three-Year Data Comparison											
	Students Scoring at Proficient or Advanced Levels			El Rancho HS			El Rancho USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12			
English-Language Arts	40%	41%	48%	44%	45%	50%	52%	54%	56%			
Mathematics	18%	23%	24%	40%	40%	44%	48%	50%	51%			
Science	37%	42%	50%	46%	50%	51%	54%	57%	60%			
History-Social Science	37%	45%	51%	35%	45%	49%	44%	48%	49%			

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

Group	Spring 2012 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50%	44%	51%	49%
All Students at the School	48%	24%	50%	51%
Male	45%	26%	53%	59%
Female	51%	21%	47%	43%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	48%	23%	50%	51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	55%	25%	64%	55%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	46%	23%	46%	50%
English Learners	8%	10%	10%	17%
Students with Disabilities	20%	15%	20%	18%
Students Receiving Migrant Education Services	56%	24%	❖	❖

❖ 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 begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/info/guide12.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/info/guide12.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf).

### API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	4	4	5
Similar Schools API Rank	3	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 2012 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 at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						El Rancho HS – Actual API Change		
	El Rancho HS		El Rancho USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	2,165	752	7,275	771	4,664,264	788	20	20	17
Black or African American	10	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	3	■	7	■	31,606	742	■	■	■
Asian	7	■	18	844	404,670	905	■	■	■
Filipino	9	■	25	906	124,824	869	■	■	■
Hispanic or Latino	2,102	751	7,113	771	2,425,230	740	20	22	16
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	29	770	68	761	1,221,860	853	■	■	■
Two or More Races	2	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	1,408	744	5,439	764	2,779,680	737	30	12	20
English Learners	720	692	2,829	737	1,530,297	716	21	16	23
Students with Disabilities	195	472	823	578	530,935	607	-34	13	-24

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

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

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

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2011-12 School Year		
	El Rancho HS		El Rancho USD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	No	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	No		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 2012-13 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		2012-13 School Year	
	El Rancho HS	El Rancho USD	
<b>Program Improvement Status</b>	Not In PI	In PI	
<b>First Year of Program Improvement</b>	◇	2008-2009	
<b>Year in Program Improvement</b>	◇	Year 3	
<b>Number of Schools Identified for Program Improvement</b>		7	
<b>Percent of Schools Identified for Program Improvement</b>		50.00%	

### 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.

◇ Not applicable.

### 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.

### 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			
	09-10	10-11	11-12
<b>Suspension Rates</b>	0.097	0.105	0.101
<b>Expulsion Rates</b>	0.007	0.007	0.004
El Rancho USD			
	09-10	10-11	11-12
<b>Suspension Rates</b>	0.093	0.103	0.086
<b>Expulsion Rates</b>	0.004	0.005	0.003

### Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 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](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2012	
Group	El Rancho HS	El Rancho USD	
All Students	96.9%	93.3%	
Black or African American	❖	❖	
American Indian or Alaska Native	❖	❖	
Asian	❖	❖	
Filipino	❖	❖	
Hispanic or Latino	97.0%	92.8%	
Native Hawaiian or Pacific Islander	❖	❖	
White	100.0%	92.9%	
Two or More Races	❖	❖	
Socioeconomically Disadvantaged	❖	100.0%	
English Learners	82.9%	85.9%	
Students with Disabilities	93.1%	94.3%	

### Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit [www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf) for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
El Rancho HS	⌘	93.28%	93.22%	⌘	5.90%	4.10%
El Rancho USD	⌘	87.12%	87.72%	⌘	9.40%	7.40%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖ 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.

⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.



### Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2011-12 School Year	
Percentage of Students Enrolled in AP Courses	3.60%
Number of AP Courses Offered at the School	26
Number of AP Courses by Subject	
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	8
Mathematics	6
Science	6
Social Science	6

### 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.

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



### 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.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
El Rancho HS	43%	54%	46%	48%	52%	52%
El Rancho USD	42%	53%	46%	48%	52%	52%
California	54%	59%	56%	54%	56%	58%

### 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.

Students Achieving at Each Performance Levels	2011-12 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	54%	29%	17%	48%	39%	12%
All Students at the School	54%	29%	17%	48%	40%	12%
Male	59%	26%	15%	45%	41%	14%
Female	48%	33%	19%	50%	39%	11%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	54%	29%	17%	47%	40%	13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	50%	33%	17%	58%	33%	8%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	58%	29%	14%	49%	38%	13%
English Learners	99%	1%	0%	83%	17%	0%
Students with Disabilities	90%	5%	5%	88%	9%	3%
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.

### 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](http://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](http://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/>.

UC/CSU Admission		2010-11 and 2011-12 School Years
		El Rancho HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12		71.40%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11		37.70%

### 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 and Medical Careers

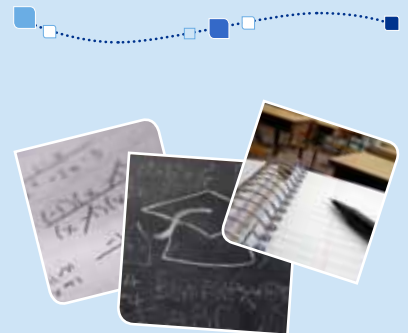
ERHS offers two programs that are articulated with two local city colleges. ROP Administration of Justice offers college credit through Rio Hondo Community College, and Advanced Digital Animation. ROP courses include the following: Computer Office Administration, Early Childhood Education, Introduction 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.

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.

*"A student's four years at El Rancho should provide the foundation for a full and satisfying life."*



### Career Technical Education Participation

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

Career Technical Education Data	
2011-12 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	Three-Year Data Comparison			
	El Rancho USD	El Rancho HS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	404	123	124	118
Without Full Credential	6	6	2	3
Teaching Outside Subject Area of Competence		2	2	4

### 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	Three-Year Data Comparison		
	El Rancho HS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	1	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	0	0	1

### 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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
El Rancho HS	96.27%	3.73%
All Schools in District	95.06%	4.94%
High-Poverty Schools in District	95.06%	4.94%
Low-Poverty Schools in District	◇	◇

### NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

◇ 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 Data	
2011-12 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	6.0
Ratio of Students Per Academic Counselor	507:1
<b>Support Staff</b>	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	3.0
Social Worker	0.0
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0.0
<b>Other</b>	
Pupil Services and Attendance Counselor	1.0
School Safety Officers	6.0



### Financial Data

The financial data displayed in the SARC is from the 2010-11 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://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	2010-11 Fiscal Year	
	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$41,656	\$40,656
Mid-Range Teacher Salary	\$63,140	\$64,181
Highest Teacher Salary	\$80,315	\$82,486
Average Principal Salary (Elementary School)	\$104,051	\$102,165
Average Principal Salary (Middle School)	\$104,387	\$108,480
Average Principal Salary (High School)	\$125,424	\$117,845
Superintendent Salary	\$200,241	\$181,081
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

### 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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
El Rancho HS	\$4,016	\$64,806
El Rancho USD	\$4,177	\$65,540
California	\$5,455	\$66,336
School and District — Percent Difference	-4.0%	-1.1%
School and California — Percent Difference	-35.8%	-2.4%

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](http://www.ed-data.k12.ca.us/Pages/Home.aspx). 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 of each year.

All data accurate as of November 29, 2012.

### 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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,263
Expenditures Per Pupil From Restricted Sources	\$247
Expenditures Per Pupil From Unrestricted Sources	\$4,016
Annual Average Teacher Salary	\$64,806



### 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)
- Economic Impact Aid (EIA)/ Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)