El Rancho High School

Principal's Message

At El Rancho High School, we have an extremely dedicated faculty and staff. Our expectations for our students continue to rise, year after year. This is reflected in our academic and extracurricular achievements. As the only comprehensive high school in Pico Rivera, we work to provide the complete high school experience for our community. We offer a wide array of athletics, clubs, and opportunities for students to be involved in the high school experience. ERHS offers a variety of pathways for our students, including health care, law, and culinary arts.

At El Rancho High School, we offer 12 Advanced Placement courses. Each year we continue to evaluate the courses we offer and consider any additional courses that might be instrumental in preparing our students for college, career, and beyond.

With a focus on college and career readiness, ERHS has been a leader in the San Gabriel Valley in preparing our population for the next step. Since 2010, our A-G completion rate has increased 14 percent. Our counseling staff has worked to increase our college readiness at The Ranch by creating an A-G Passport to Success. With the passport, students are able to track their A-G requirements beginning their freshman year. Counselors visit students in their classes two times a year and bring a copy of their current transcript. Counselors make specific recommendations, based on the transcript and individual student needs, to keep students on track for college.

During the 2012-13 school year, ERHS had some amazing accomplishments:

Two of our ERHS students were named National AP Scholars:

- Gerardo Arteaga ('13) passed nine exams with average score of 4.56
- Monserrat Marquez ('13) passed 11 exams with and average score of 4.27

In addition, we had several other students who were honored:

- 48 students were AP Scholars (scores of three or higher on at least three exams)
- 15 students were AP Scholars with Honor (average score of 3.25 on all exams and 3 or higher on 4 or more exams)
- 16 students were AP Scholars with Distinction (average score of 3.5 on all exams and 3 or higher on 5 or more exams)

The College Board has recognized the following students as scholars in the National Hispanic Recognition Program (NHRP) based on their 2012 PSAT scores and current grade point average: Rubi Macias, Jacob Rodriguez, and Jesse Sanchez. Jayro Queme was recognized as Honorable Mention.

This year, the NHRP is recognizing about 5,300 Hispanic/Latino students selected from a pool of more than 259,000 who took the 2012 PSAT/NMSQT. Students with a GPA of 3.5 or higher are recognized as scholars. Students with a GPA of 3.0 to 3.49 are designated as Honorable Mention.

We applaud the continued success of our students, staff, and families.

At the beginning of the 2013-14 school year, our District has experienced a change in leadership. We have a new superintendent, a new high school principal, and several new members of the District cabinet. With new leadership comes new focus. We are focused on teachers, students, and content as we shift to Common Core State Standards. ERHS teachers are working collaboratively to redraft pacing guides, develop performance-based assessments, and change the way they approach the classroom.

We look forward to the numerous achievements and victories of our El Rancho Dons during the 2013-14 school year!

Jessica Kwek, Principal

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 to:

- Improve literacy and writing skills through a shift to the Common Core Standards and complex texts
- Develop the skills to become productive members of the global community
- Emphasize graduating, having met the A-G requirements with the goal of entering a four-year college
- Acquire 21st-century skills, including critical thinking and evidence-based analysis, technological, collaborative, and communication skills

Jessica Kwek, Principal
E-mail: jkwek@erusd.org

6501 South Passons Boulevard
Pico Rivera, CA 90660-3373
Phone: (562) 801-5355

CDS Code: 19-64527-1932706
Grades: 9-12

www.erusd.k12.ca.us/elrancho

El Rancho Unified School District

Martin Galindo, Superintendent
E-mail: mgalindo@erusd.org

9333 Loch Lomond Drive
Pico Rivera, CA 90660
Phone: (562) 942-1500

www.erusd.org

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.
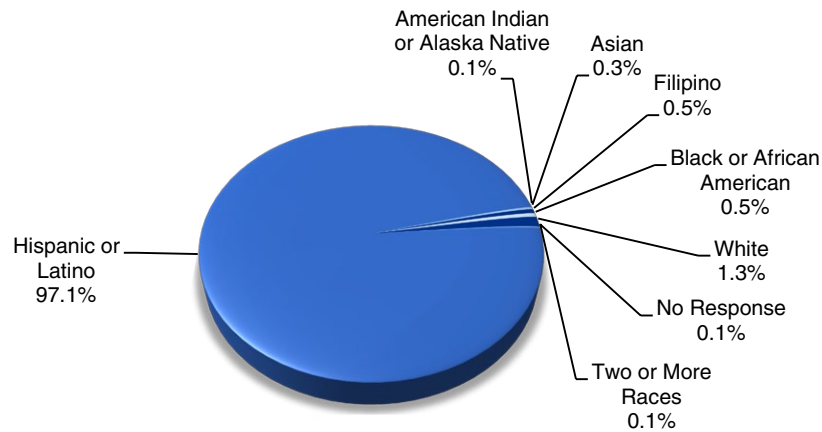
Para español visita:
www.erusd.org

Enrollment by Student Group

The total enrollment at the school was 3,001 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2012-13 School Year

American Indian or Alaska Native 0.1%
Asian 0.3%
Filipino 0.5%
Black or African American 0.5%
White 1.3%
No Response 0.1%
Two or More Races 0.1%
Hispanic or Latino 97.1%

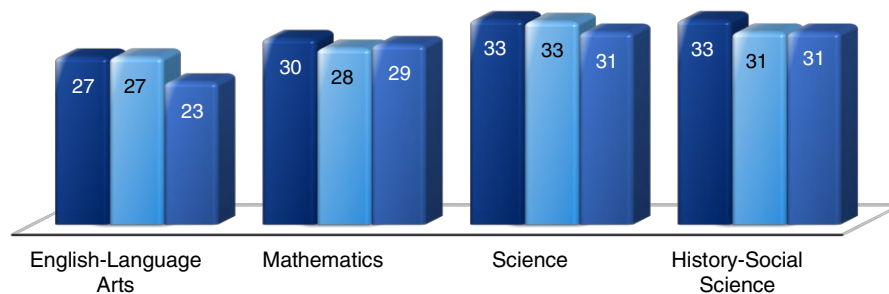|	
Socioeconomically Disadvantaged	68.10%
English Learners	31.40%
Students with Disabilities	10.20%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data Comparison

Legend: 10-11, 11-12, 12-13

| Subject	10-11	11-12	12-13
English-Language Arts	27	27	23
Mathematics	30	28	29
Science	33	33	31
History-Social Science	33	31	31

Number of Classrooms by Size — Three-Year Data Comparison

	10-11			11-12			12-13		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	41	39	55	40	26	56	34	40	47
Mathematics	16	24	60	18	45	35	26	22	51
Science	4	17	51	7	14	49	11	24	43
History-Social Science	11	17	66	13	24	55	15	20	60

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

Grade	Enrollment
9	735
10	825
11	706
12	704
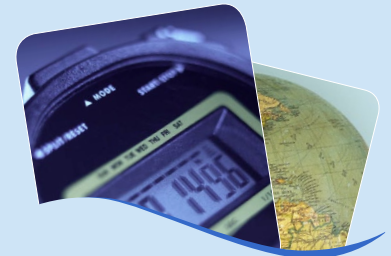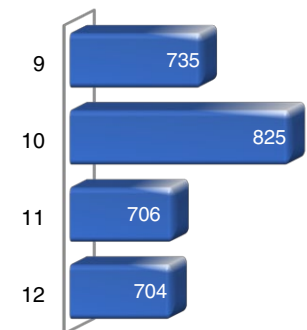
Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

El Rancho HS	10-11	11-12	12-13
Suspension Rates	0.105	0.074	0.047
Expulsion Rates	0.007	0.000	0.000

ERUSD	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels — Three-Year Data Comparison

	El Rancho HS			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	41%	48%	48%	45%	50%	50%	54%	56%	55%
Mathematics	23%	24%	24%	40%	44%	46%	49%	50%	50%
Science	42%	50%	47%	50%	51%	53%	57%	60%	59%
History-Social Science	45%	51%	45%	45%	49%	46%	48%	49%	49%

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

Students Scoring at Proficient or Advanced Levels — Spring 2013 Results

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50%	46%	53%	46%
All Students at the School	48%	24%	47%	45%
Male	45%	26%	51%	50%
Female	52%	21%	42%	39%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	48%	23%	46%	44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56%	23%	❖	44%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	46%	24%	44%	42%
English Learners	8%	8%	8%	7%
Students with Disabilities	21%	10%	28%	14%
Students Receiving Migrant Education Services	53%	38%	❖	58%

❖ 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 Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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 Plan. 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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.
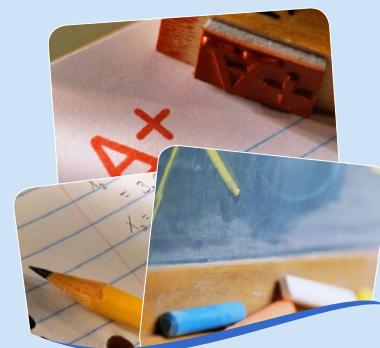
API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	4	5	5
Similar Schools API Rank	3	3	5

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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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	2013 Growth API						El Rancho HS – Actual API Change		
	El Rancho HS		ERUSD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	2,103	750	7,056	775	4,655,989	790	20	16	-1
Black or African American	9	❖	28	758	296,463	708	▪	▪	▪
American Indian or Alaska Native	4	❖	9	❖	30,394	743	▪	▪	▪
Asian	6	❖	14	880	406,527	906	▪	▪	▪
Filipino	10	❖	25	920	121,054	867	▪	▪	▪
Hispanic or Latino	2,036	749	6,891	775	2,438,951	744	22	15	-2
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	▪	▪	▪
White	27	745	67	776	1,200,127	853	▪	▪	▪
Two or More Races	11	654	21	683	125,025	824	▪	▪	▪
Socioeconomically Disadvantaged	1,483	741	5,421	768	2,774,640	743	12	20	-3
English Learners	665	669	2,655	735	1,482,316	721	16	22	-23
Students with Disabilities	219	492	849	594	527,476	615	13	-25	16

❖   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.

▪   Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	El Rancho HS	**ERUSD**
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	El Rancho HS	**ERUSD**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Identified for Program Improvement		8
Percent of Schools Identified for Program Improvement		66.70%

"ERUSD is answering to the demands of the 21st Century."

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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 9	
Four of Six Standards	25.60%
Five of Six Standards	20.90%
Six of Six Standards	30.90%

California High School Exit Exam Grade Ten 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	English-Language Arts			Mathematics		
Three-Year Data Comparison	10-11	11-12	12-13	10-11	11-12	12-13
El Rancho HS	54%	46%	52%	52%	52%	53%
ERUSD	54%	46%	53%	52%	52%	53%
California	59%	56%	57%	56%	58%	60%

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 grade 10 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 mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient, and Not Proficient.

CAHSEE Grade Ten 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. For detailed information regarding the CAHSEE results, visit cahsee.cde.ca.gov/.

Students Achieving at Each Performance Levels	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	48%	28%	24%	47%	39%	14%
All Students at the School	48%	28%	25%	47%	39%	14%
Male	54%	29%	18%	43%	41%	15%
Female	41%	27%	32%	50%	37%	13%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	48%	28%	24%	47%	39%	14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	50%	27%	23%	50%	37%	14%
English Learners	97%	3%	0%	88%	12%	1%
Students with Disabilities	85%	13%	2%	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.

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 February 2013. The purpose of the plan is to promote safety in the event of a disaster. The Safety Plan addresses preparedness and responses 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.

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 admission.universityofcalifornia.edu/.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: (1) specific high school courses, (2) grades in specified courses and test scores, and (3) 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.

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	2011-12 and 2012-13 School Years
	El Rancho HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	69.94%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	43.31%

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, 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: Early Childhood Education, Introduction to Medical Science, ROP First Responder, Administration of Justice, Careers in Education, Computer Applications, 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.

Career Technical Education Programs

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In both the school and ROP designed programs, students may use the classes as a stepping-stone 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.

Career Technical Education Participation

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

Career Technical Education Data	
El Rancho HS	
2012-13 Participation	
Number of Pupils Participating in CTE	914
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	100%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	2

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

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements	Graduating Class of 2013		
Group	El Rancho HS	ERUSD	California
All Students	665	770	418,598
Black or African American	❖	❖	28,078
American Indian or Alaska Native	❖	❖	3,123
Asian	❖	❖	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	648	750	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	❖	11	127,801
Two or More Races	❖	❖	6,790
Socioeconomically Disadvantaged	479	561	217,915
English Learners	209	257	93,297
Students with Disabilities	29	37	31,683

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 for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
El Rancho HS	93.28%	93.22%	92.79%	5.90%	3.90%	4.50%
ERUSD	87.12%	88.13%	87.72%	9.40%	7.10%	6.70%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

❖   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.

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:

- 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 toward 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, and 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.

Advanced Placement Courses

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

Advanced Placement Courses	
2012-13 School Year	
Percent of Total Enrollment Enrolled in AP Courses	2.50%
Number of AP Courses Offered at the School	19
Number of AP Courses by Subject	
Foreign Language	6
Mathematics	6
Science	5
Social Science	2

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		2013-14 School Year
Subject	**High School Textbooks**	**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

Quality of Textbooks

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

Quality of Textbooks	2013-14 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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.

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).

In the spring, parents can get involved in parent education classes. In these classes, parents will learn about the importance of higher education and how they can support their son/daughter as they prepare for college and career.

Another arena for parents to become involved in is the band booster organization. This is an active group of more than 100 parents that financially support 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.

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	
2013-14 School Year	
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%

Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

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.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Fair
Interior	Poor	**Safety**	Poor
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Good
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			10/28/2013
Date of the Most Recent Completion of the Inspection Form			11/01/2013

Deficiencies and Repairs

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

Deficiencies and Repairs	2013-14 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Floor and ceiling tiles need repairs (Scheduled between 6/2014 - 8/2014)
Electrical	Repair lighting (Scheduled for 6/2014)
Restrooms/Fountains	Repair sewer in restroom (Repaired on 12/20/2013)
Safety	Removed extension cords, clear exits, and secure chemicals as soon as possible

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.

Continued on sidebar

School Facilities

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The Raul P. Salcido Memorial gymnasium opened October 2010. With a regulation basketball/volleyball court running the length of the gymnasium or two transverse courts running the width of the building, the gymnasium serves primarily as a practice facility. The 13,000 square foot facility, with bleacher-style seating that accommodates 500 guests, is the home to the Don wrestling team.

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 12 day/night groundskeepers, maintenance workers, and custodians. The maintenance staff maintains the cleanliness of the campus, classroom and restrooms facilities.

Daily, students are encouraged to clean up after themselves, and do so on a regular basis

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

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)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	El Rancho HS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	124	118	115
Without Full Credential	4	2	3	1
Teaching Outside Subject Area of Competence		2	4	4

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	El Rancho HS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	1	1	1
Total Teacher Misassignments	1	2	2
Vacant Teacher Positions	0	1	1

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
El Rancho HS	93.31%	6.69%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
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 Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	5.0
Ratio of Students Per Academic Counselor	601:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	2.0
Social Worker	0.0
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0.0
Other	FTE
Pupil Service and Attendance Counselor	1.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

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

District Salary Data	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	$41,664	$40,928
Mid-Range Teacher Salary	$63,155	$64,449
Highest Teacher Salary	$80,333	$82,826
Average Elementary School Principal Salary	$105,326	$102,640
Average Middle School Principal Salary	$104,903	$109,253
Average High School Principal Salary	$130,776	$118,527
Superintendent Salary	$218,663	$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

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

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
El Rancho HS	$2,534	$66,904
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	+1.6%	-4.1%
School and California — Percent Difference	-54.2%	-0.3%

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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$2,558
Expenditures Per Pupil From Restricted Sources	$24
Expenditures Per Pupil From Unrestricted Sources	$2,534
Annual Average Teacher Salary	$66,904

Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.