El Rancho High School

6501 Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-5355 • Grades 9-12
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

School Description

Mission Statement:
The community of El Rancho High School is committed to creating an environment in which students develop the skills and ethics to be college and career ready. 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's Vision and Schoolwide Learner Outcomes:

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 college and career ready, having met the A-G requirements, with the goal of entering and graduating from a 4-year university
- Acquire 21st Century skills, including critical thinking and evidence-based analysis, technological, collaborative and communication skills

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (562) 801-5355.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	691
Gr. 10	723
Gr. 11	733
Gr. 12	662
Total	2,843

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.5
Hispanic or Latino	97.4
Native Hawaiian/Pacific Islander	0.0
White	1.1
Two or More Races	0.2
Socioeconomically Disadvantaged	78.9
English Learners	10.8
Students with Disabilities	11.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
El Rancho High School	12-13	13-14	14-15
Fully Credentialed	115	111	107
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	4	2	2
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	365
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
El Rancho High School	12-13	13-14	14-15
Teachers of English Learners	1	1	0
Total Teacher Misassignments	2	2	0
Vacant Teacher Positions	1	1	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.36	6.64
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 Year and month in which data were collected: October 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0	Holt, Reinhart and Winston 2002
Mathematics The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0	College Preparatory Mathematics, 2nd Edition 2001
Science The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0	BSCS Blue Version: A Molecular Approach 2002 Chemistry, Merrill Glencoe 2001
History-Social Science The textbooks listed are from most recent adoption:　　Yes Percent of students lacking their own assigned textbook:　　0	Modern World History, Patterns of Interaction 2004 U.S.History, the Americans 2006 American Government 2005 Economics, Principles in Action 2005

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/17/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Fix non-operable sinks and faucets by 12/31/14
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	50	47	49	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	41	48	48	45	50	50	54	56	55
Math	23	24	24	40	44	46	49	50	50
HSS	45	51	45	45	49	46	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	3	5	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.2	17.8	39.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	49
Male	55
Female	42
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	10
Students with Disabilities	22
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	16	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	15	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	12	20	-4
English Learners	16	22	-23
Students with Disabilities	13	-25	23

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Back to School Night
School Site Council
ELAC
Booster Organizations (Don Boosters, Band/Colorguard & Touchdown Club)
Future Don Night
Coffee with the Principal
Schoolwide Action Teams (SWATs)
WASC Focus on Learning Process
Parent College Field Trips

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
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, one school peace officer is on duty as well as a LA County Sheriff Deputy (School Resource Officer) is 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 2014. 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 semester. Should a disaster occur, special teams have been established for search and rescue, first aid, security, and student accountability.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.5	4.8	3.1
Expulsions Rate	0.3	0.0	0.2
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	2.0
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	601:1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Other		10	11		3	3						
English	27	27	27	40	34	34	26	40	34	56	47	47
Math	28.4	29	26	18	26	27	45	22	46	35	51	26
Science	32.7	31	31	7	11	8	14	24	22	49	43	42
SS	31	31	29	13	15	18	24	20	30	55	60	48

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

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,431	$41,243
Mid-Range Teacher Salary	$62,802	$64,893
Highest Teacher Salary	$79,885	$83,507
Average Principal Salary (ES)	$96,384	$103,404
Average Principal Salary (MS)	$100,080	$109,964
Average Principal Salary (HS)	$129,684	$120,078
Superintendent Salary	$41,000	$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,684	$175	$4,509	$67,479
District	◆	◆	$2,619	$67,975
State	◆	◆	$4,690	$67,762
Percent Difference: School Site/District			72.2	-0.7
Percent Difference: School Site/ State			-3.9	-0.4

Types of Services Funded at El Rancho High School

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at El Rancho High School

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
- Common Core Professional Development Teams

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	31	21	43	37	20
All Students at the School	48	31	21	43	37	21
Male	52	31	18	41	37	22
Female	44	31	24	44	37	19
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	49	32	20	43	37	20
Native Hawaiian/Pacific Islander						
White	64	9	27	45	36	18
Two or More Races						
Socioeconomically Disadvantaged	50	30	20	43	38	20
English Learners	97	3		88	9	3
Students with Disabilities	89	8	3	89	10	2
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
El Rancho High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	46	52	52
Mathematics	52	53	57
El Rancho Unified School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	46	53	32
Mathematics	52	53	34
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	92.61	88.09	84.56
Black or African American	116.67	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	133.33	133.33	92.94
Filipino	80.00	83.33	92.20
Hispanic or Latino	92.22	87.80	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	91.67	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	90.00	84.85	82.58
English Learners	40.48	37.61	53.68
Students with Disabilities	64.15	60.61	60.31

Dropout Rate and Graduation Rate			
El Rancho High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	3.9	4.5	4.6
Graduation Rate	93.22	92.79	93.11
El Rancho Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	7.1	6.7	8.6
Graduation Rate	88.13	87.72	87.53
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	5	♦
Science	4	♦
Social Science	2	♦
All courses	16	0.6

*   Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.88
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	42.02

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	2000
% of pupils completing a CTE program and earning a high school diploma	93.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

CTE courses are included in a variety of pathways at El Rancho High School. Many of our CTE courses are offered through the Visual/Performing Arts department and the Regional Occupation Program (ROP). During the 2013-14 school year, there were 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.

El Rancho High School offers the following pathways:
- Healthcare
- Law
- Culinary Arts

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: Food and Nutrition, Hospitality, Early Childhood Education, Introduction to Medical Science, ROP First Responder, Administration of Justice, Careers in Education, and Forensics. The primary representative of the District's career technical advisory committee is Nancy Nasouf, College and Career Counselor of El Rancho High School. Ms. Nasouf works closely with the College & Career Advisor, staffed by Tri-Cities ROP, to make sure that students have access to CTE courses.

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 the 2014-15 school year, an Internship Course will be open to any student interested in pursing internship opportunities. Tri-Cities ROP will also offer a Sports Medicine course during the school day to expand our healthcare pathway.