

# El Rancho High School

6501 Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-5355 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### El Rancho Unified School District

9333 Loch Lomond Dr.  
Pico Rivera  
(562) 942-1500  
[www.erUSD.org](http://www.erUSD.org)

#### District Governing Board

Aurora R. Villon, Ed.D.  
Jose Lara  
Gabriel Orosco  
Rachel Canchola  
Teresa L. Merino, Ph.D.

#### District Administration

Roxane Fuentes, Ed.D., Interim  
**Superintendent**  
Mark Matthews  
**Assistant Superintendent, Human  
Resources**  
Manoj Roychowdhury  
**Assistant Superintendent, Business  
Services**  
Katherine Aguirre  
**Director, Special Education**  
Dora Soto-Delgado  
**Director, Student Services**  
Reynaldo Reyes  
**Director, Alternative/Adult  
Education**

### 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	672
Grade 10	698
Grade 11	620
Grade 12	611
Ungraded Secondary	34
<b>Total Enrollment</b>	<b>2,635</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.4
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0
Socioeconomically Disadvantaged	78.2
English Learners	10.1
Students with Disabilities	11.6
Foster Youth	1.5

## 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	14-15	15-16	16-17
With Full Credential	107	100	98
Without Full Credential	1	3	2
Teaching Outside Subject Area of Competence	2	5	6
El Rancho Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
El Rancho High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	3

\* "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

2015-16 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	95.6	4.4
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	0.0	0.0

\* 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 2016-17)

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: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Reinhart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics, 2nd Edition 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	BSCS Blue Version: A Molecular Approach 2002 Chemistry, Merrill Glencoe 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History, Patterns of Interaction 2004 U.S. History, the Americans 2006 American Government 2005 Economics, Principles in Action 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Publishing The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Holt, Reinhart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Cengage Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### 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 and after school. Facility improvements include the uniformity of classroom paint, upgraded flooring in several buildings and a new air conditioning system in one building.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/3/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical			X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials			X		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
				X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	49	38	38	51	42	43	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	21.6	19.7	41.2

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	56	66	35	40	44	48
<b>Math</b>	25	32	22	25	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	713	677	95.0	37.5
Male	346	319	92.2	40.4
Female	367	358	97.6	34.9
Hispanic or Latino	701	666	95.0	37.7
White	12	11	91.7	27.3
Socioeconomically Disadvantaged	568	542	95.4	37.1
English Learners	62	57	91.9	10.5
Students with Disabilities	65	59	90.8	10.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	8	--	--	--	--
	11	585	568	97.1	66.4
Male	8	--	--	--	--
	11	271	264	97.4	66.2
Female	11	314	304	96.8	66.7
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	8	--	--	--	--
	11	576	559	97.0	65.9
White	11	--	--	--	--
Socioeconomically Disadvantaged	8	--	--	--	--
	11	456	443	97.2	64.4
English Learners	8	--	--	--	--
	11	46	39	84.8	--
Students with Disabilities	11	50	46	92.0	4.4
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	8	--	--	--	--
	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	8	--	--	--	--
	11	585	566	96.8	31.9
Male	8	--	--	--	--
	11	271	263	97.0	35.0
Female	11	314	303	96.5	29.1
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	8	--	--	--	--
	11	576	557	96.7	31.5
White	11	--	--	--	--
Socioeconomically Disadvantaged	8	--	--	--	--
	11	456	441	96.7	29.9
English Learners	8	--	--	--	--
	11	46	39	84.8	--
Students with Disabilities	11	50	46	92.0	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	8	--	--	--	--
	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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 (School Year 2016-17)

El Rancho High School is committed to fostering partnerships with parents to support students to be successful. In the past year, we have created a task force, the Parents are our Partners Schoolwide Action Team (SWAT) that has found various ways to make sure our parents feel welcomed and part of the educational process of their children. Through the SWAT, we have added a position, Parent and Community Outreach Clerk, to help with parent outreach. This part-time, bilingual staff member has helped to bridge the gap and get parents more involved on our campus.

Back to School Night - Starting in early September, this is one of the first opportunities that parents have to come learn about our campus. We have worked to create a welcoming environment and we have changed the format to allow for more interaction teachers. There is a club fair in the quad and parents can visit classes and attend workshops.

Parent College Field Trips - Parents have the opportunity two times each year to attend a college field trip with their child. We have visited Cal State Long Beach, Chapman University and UC Irvine. The college field trips are held on Saturdays to accommodate parent schedules. Transportation and lunch are provided. Tours at the colleges are provided by ERHS Alumni who are currently attending the university that we are visiting.

We have several parent education opportunities throughout the school year. We offer classes during the day and in the evenings. PIQE (Parent Institute for Quality Education) is an opportunity for parents to learn about high school requirements and how to best support their children on the path to college and career. We also offer the Latino Family Literacy Project which is a 6-week course taught by our counseling staff. Parents can also attend our Parent Series on Saturdays, taught by ERHS teachers and counselors.

Join us for Coffee with the Principal! Parents have the opportunity to talk with the principal, other administrators, counselors and teachers about any concerns or feedback they have about El Rancho High School. We hold this informal event two or three times each year.

Future Don Night is a night for families of incoming students to learn more about what El Rancho High School has to offer. This event starts in our main gym on February 23, 2017 and then families have the opportunity to attend the club fair, workshops and speak with teachers and counselors.

In addition to these opportunities, parents are involved in other committees and organizations on our campus, such as:

- School Site Council
- PTSA
- ELAC
- Booster Organizations (Don Boosters, Band/Colorguard & Touchdown Club)
- Schoolwide Action Teams (SWATs)
- WASC Focus on Learning Process

**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, eight school security officers and 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 October 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	3.1	4.6	3.8
Expulsions Rate	0.2	0.1	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 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	61.5	

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	435:1

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	27	29	34	28	21	34	44	28	47	37	50
Mathematics	26	29	29	27	18	17	46	30	31	26	46	42
Science	31	29	31	8	17	9	22	29	26	42	31	38
Social Science	29	32	30	18	10	17	30	22	25	48	55	36

\* 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.

### Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

El Rancho High School also has a robust culture of internal Professional Development. The PD Series selects a specific area of focus each year to help teacher's refine their craft and enhance their best practices. In 2016-17, the PD series has focused on training staff in Project Based Learning,

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,509	\$43,821
Mid-Range Teacher Salary	\$65,953	\$69,131
Highest Teacher Salary	\$83,892	\$89,259
Average Principal Salary (ES)	\$104,679	\$108,566
Average Principal Salary (MS)	\$107,440	\$115,375
Average Principal Salary (HS)	\$125,784	\$125,650
Superintendent Salary	\$206,028	\$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
El Rancho High School	2011-12	2013-14	2014-15
Dropout Rate	4.60	4.50	4.90
Graduation Rate	93.11	93.33	92.24
El Rancho Unified School District	2011-12	2013-14	2014-15
Dropout Rate	8.60	6.70	6.70
Graduation Rate	87.53	90.16	87.81
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1074
% of pupils completing a CTE program and earning a high school diploma	18.9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,067.69	\$158.67	\$1,909.02	\$71,255.00
District	♦	♦	\$3,311.94	\$71,564
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-42.4	-0.4
Percent Difference: School Site/ State			-66.4	-0.4

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.22
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.5

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	5	♦
Science	7	♦
Social Science	8	♦
All courses	26	.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	94	89	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	80	80	93
Filipino	100	100	93
Hispanic or Latino	95	89	83
Native Hawaiian/Pacific Islander	0	0	85
White	75	67	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	90	74	66
English Learners	59	55	54
Students with Disabilities	95	90	78

### 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 2014-15 school year, there were eleven 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
- PLTW Engineering

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, Medical Core, ROP Emergency 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 2015-16 school year,

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.