

El Rancho High School

6501 Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7500 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



El Rancho Unified School District

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District Governing Board

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Director, Student Services

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Director, Special Education

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Director, Early Learning Program

School Description

School Description:

El Rancho High School (ERHS), located in Pico Rivera, was established in 1952. When it first opened, it housed grades 9-11; therefore, the first graduating class was the class of 1954. ERHS is a large, suburban school in Los Angeles County, California, situated 11 miles east of downtown Los Angeles in a largely blue collar community. As of 2016, the city's population was estimated at 63,635 with 91.2% of residents identifying themselves as ethnically Latino and 73.4% reporting speaking a language other than English at home. In addition, 68.3% of the population reported an educational level of high school graduate or higher. The median household income is \$55,752 with 13.7% of the population living in poverty. According to a Public Policy of California study, Pico Rivera is the fifth least diverse city in California.

Vision:

Ensuring high levels of success for all

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.

Schoolwide Learner Outcomes:

IMPROVE literacy through Common Core
DEVELOP global citizens
EMPHASIZE college and career readiness
ACQUIRE 21st century skills

Instructional Theme:

Ensuring High Levels of Success for All

Instructional Focus:

Assessment

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 634 |
| Grade 10 | 590 |
| Grade 11 | 548 |
| Grade 12 | 592 |
| Total Enrollment | 2,364 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0 |
| Asian | 0.4 |
| Filipino | 0.2 |
| Hispanic or Latino | 98.1 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0.7 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 69.5 |
| English Learners | 7.9 |
| Students with Disabilities | 12.4 |
| Foster Youth | 1.2 |
| Homeless | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for El Rancho High School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 98 | 93 | 91 |
| Without Full Credential | 2 | 6 | 4 |
| Teaching Outside Subject Area of Competence | 2 | 0 | 0 |

| Teacher Credentials for El Rancho Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 350 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

Teacher Misassignments and Vacant Teacher Positions at El Rancho High School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 2 |
| Total Teacher Misassignments* | 0 | 0 | 2 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: December 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|---|
| Reading/Language Arts | <p>Holt Literature and Language Arts Holt, Rinehart & Winston 9th Third Course Holt Literature and Language Arts Holt, Rinehart & Winston 10th Fourth Course Holt Literature and Language Arts Holt, Rinehart & Winston 11th Fifth Course Holt Literature and Language Arts Holt, Rinehart & Winston 12th Sixth Course Language! The Comprehensive Sopris West Educational Literacy Intervention Literacy Curriculum 3rd Ed. Services Intervention Jolliffe, Roskelly Writing America Pearson AP Language and Composition in Context 2014</p> <p>ELD 1 Edge-Fundamentals Cambridge University 9th-12th ELD 2 Edge-Fundamentals Cambridge University 9th-12th ELD 3 Edge-Level A National Geographic School Publishing Hampton Brown 9th-12th</p> <p>ELD 4 Edge-Level B National Geographic School Publishing 9th-12th Hampton Brown ELD 5 Edge-Level C National Geographic School Publishing 9th-12th Hampton Brown English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12th</p> <p>IB Extended Essay Course Book OXFORD IB Diploma</p> <p>Language AB Initio Student OXFORD Workbook 1st Edition</p> <p>Theory of Knowledge for the IB OXFORD Diploma 2nd Edition</p> <p>IB Extended Essay Course Book OXFORD IB Diploma Program</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>Algebra Connections CPM 9th-12th Geometry Connections CPM 9th-12th Geometry Connections (Spanish) CPM 9th-12th Algebra 2 Connections CPM 9th-12th Algebra 2 Connections (Spanish) CPM 9th-12th Geometry Connections 2 CPM.org 9th-12th Pre-Calculus with Trigonometry CPM 9th-12th Core Connections Integrated 1 CPM 9th-12th Core Connections Integrated II CPM Core Connections Integrated III CPM Trigonometry-2004 Thomson-Brookscole 11th-12th Statistics through Application W.H. Freeman 11th-12th The practice of Statistics, 2nd Ed. W.H. Freeman 11th-12th Single Variable Calculus: Thomson-Brookscole 10th-12th Concepts and Contexts Stats Your World Pearson Education 11th-12th</p> |

| | |
|--------------------------------------|--|
| | <p>SV Calculus: Concepts & Contexts Houghton Mifflin AP Cal Business Math, 17th Ed. Cengage Learning 12th Integrated Mathematics Common Core Pearson Education 11th-12th IB Mathematical Studies OXFORD Standard Level Course Book Oxford IB Diploma Prog. 2nd Edition</p> <p>IB Mathematics Higher Level Course OXFORD Book: Oxford IB Diploma Program</p> <p>IB Mathematics SL 3rd edition OXFORD</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| <p>Science</p> | <p>Lifetime Health 2007 Holt, Rinehart & Winston Comprehensive Health 2018 Goodheart-Wilcox 9th-12th Exploring Earth Science 2006 Prentice Hall 9th-12th Biology 2006 Prentice Hall 9th-12th World of Chemistry 2007 McDougal Littell 10th-12th Campbell Biology 8th Ed. Benjamin/Cummings AP Biology 10th-12th Addison Wesley Longman Biology Miller Levine Foundation Prentice Hall Bio Concepts Edition 2010 Prentice Hall Conceptual Prentice Hall 10th-12th Physics 2009 Marine Biology 7th 2008 McGraw-Hill/Glencoe 10th-12th Physics Principles 2009 Prentice Hall 11th-12th w/Applications Living in the Environment 2009 Cengage Learning 11th-12th Principles Connection and Solutions Campbell Biology (9th Edition) Benjamin Cumming AP Chemistry (9th Edition) Zumdahl AP AP Chemistry Lab Manual The College Board AP Student & Teacher Edition Mastering Chemistry: The Central Science with e text Plus printed text Pearson 13th Edition Forensic Science-An Introduction Workbook and Textbook Pearson 3rd Edition</p> <p>Biology for the IB Diploma Exam OXFORD Preparation Guide 2nd Edition</p> <p>Biology for the IB Diploma OXFORD Coursebook 2nd Edition</p> <p>Biology for the IB Diploma OXFORD Coursebook 2nd Edition (2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| <p>History-Social Science</p> | <p>Visualizing Human Geography 2014: Wiley Publishers 2nd Edition At Home in a Diverse World by Alyson Greiner Modern World History McDougal Littell 10th The Americans McDougal Littell 11th Economics Principles in Action Prentice Hall 12th Magruder's American Government Prentice Hall 12th Sociology Holt, Rinehart & Winston 11th and 12th Myers' Psychology for AP Worth Publishers 2nd Edition by David G Myers Psychology with Updates on DSM-5 Worth Publishers 10th Edition By David G. Myers A History of Western Vol. 1 Bedford St. Martin's Pre-AP (9th) A History of Western Vol. 2 Bedford St. Martin's AP Euro Hist. The Enduring Vision Heath AP US Hist.</p> |

Nystrom World Atlas 2014 Herff Jones/Nystrom
 Human Anatomy & Physiology Pearson AP 9th Edition
 Gardner's Art through the Ages: Cengage Learning AP
 A Global History, 15th Edition
 A Multicultural Reader, Perfection Learning ML
 Collection Two
 The Absolutely True Diary of Little, Brown ML
 A Part-Time Indian Young Readers
 The Piano Lesson Penguin/Plum ML
 Traditions & Encounters: McGraw Hill AP Edition
 A Global Perspective on the Past 6th Edition (Bundle with Connect, Onboard & Scoreboard)
 Law 101: Everything You Need Oxford University Press
 To know about American Law (4th Edition)
 The Cultural Landscape, Intro to
 Human Geography Pearson 11th Edition
 U. S. History Prentice Hall 2010 Edition
 American Government: Institutions & Policies Cengage 16th Edition
 Advanced Placement United AMSCO a Division 2019 Edition
 States Government & Policies of Perfection Learning
 IB History of the Americas 1880-1981: IB History Course Book OXFORD
 Causes and Effects of 20th Century OXFORD
 Wars: IB History Course Book

 The Cold War-Tensions and OXFORD
 Rivalries: IB History Course Book

 Rights and Protest IB History OXFORD
 Course Book

 Revolution and Development of OXFORD
 Democratic States 2nd Edition
 IB History Course Book

 IB History: Skills and Practice: OXFORD
 IB Diploma Program

 IB Psychology: Study Guide: OXFORD
 IB Diploma Program Study Guide Ed.

The textbooks listed are from most recent adoption: Yes
Percent of students lacking their own assigned textbook: 0%

Foreign Language

Temas Vista Publishing AP Edition
 Preparing for Lang. & Culture
 AP French Pearson AP Edition
 Preparing for the Lang. & Culture
 AP Spanish Pearson AP Edition
 Preparing for the Lang. & Culture
 Themes 1 Student Edition Pearson AP Edition
 Themes Teacher Resource Box Pearson
 Realidades I Pearson
 Realidades II Pearson
 Realidades III Pearson
 Tu Mundo McDougal Littell
 Spanish Years 1-3 Amsco
 El Español Para Nosotros McGraw Hill/Glencoe
 Que Chevere Level 2 EMC School
 Que Chevere Level 3 EMC School
 Que Chevere Level 4 EMC School
 Que Chevere Level 5 EMC School
 Que Chevere Spanish Level 3EMC 2020 Edition
 Que Chevere Spanish Level 2 EMC 2020 Edition

| | |
|-----------------------------------|--|
| | <p>Abriendo Puertas Workbook Wayne Scott Bown Sp. Edition Cracking the AP Spanish Princeton Language & Culture Exam 2019 Edition Descubre 1 Vista Higher Learning Descubre 2 Vista Higher Learning Autentico Student Edition Plus Digital Course Pearson</p> <p>Spanish B for the IB Diploma OXFORD (Spanish Edition)</p> <p>Mañana Spanish B for the IB Diploma Cambridge University (2nd Edition)</p> <p>Bundle: IB Spanish B Course Book OXFORD Skills and Practice</p> <p>Spanish B for the IB Diploma OXFORD Grammar & Skills Workbook</p> <p>Panorama hispanohablante 2nd Edition Cambridge University</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Health | <p>Life Time Health 2007 Holt, Rinehart and Winston 2002</p> <p>IB Sports, Exercise and Health Science OXFORD IB Diploma Program Course Companion</p> <p>Exercise Physiology: Nutrition, Energy, Lippincott Williams & Wilkins And Human Performance (8th Edition)</p> <p>Human Anatomy and Physiology (10th Edition) Pearson</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Visual and Performing Arts | <p>Gardner's: Art Through the Ages, Cengage Learning 2015</p> <p>Visual Arts: Course Companion OXFORD IB Diploma Program</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Note: Cells with N/A values do not require data.

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: 10/14/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Poor | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Fair | |

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 59 | 56 | 42 | 43 | 50 | 50 |
| Math | 30 | 31 | 26 | 29 | 38 | 39 |

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 9 | 24.9 | 22.4 | 26.9 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 513 | 505 | 98.44 | 56.44 |
| Male | 277 | 274 | 98.92 | 51.46 |
| Female | 236 | 231 | 97.88 | 62.34 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 498 | 491 | 98.59 | 56.42 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 363 | 358 | 98.62 | 54.19 |
| English Learners | 64 | 62 | 96.88 | 14.52 |
| Students with Disabilities | 50 | 48 | 96.00 | 8.33 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 513 | 497 | 96.88 | 30.65 |
| Male | 278 | 274 | 98.56 | 35.16 |
| Female | 235 | 223 | 94.89 | 25.11 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 498 | 483 | 96.99 | 30.50 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 363 | 352 | 96.97 | 28.49 |
| English Learners | 64 | 63 | 98.44 | 8.06 |
| Students with Disabilities | 50 | 46 | 92.00 | 4.44 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 WASC Parent Class series that has found various ways to make sure our parents feel welcomed and part of the educational process of their children and include them in the WASC Focus on Learning Process. Our Parent and Community Outreach Clerk helps 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 with 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.

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 3x a 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 takes place in February in our main gym. Families have the opportunity to attend a 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
- ELAC
- Athletic Booster Organizations
- WASC Focus on Learning Process

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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.

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 September 2018. 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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.6 | 4.9 |
| Expulsions Rate | 0.0 | 0.1 | 0.2 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 2.4 | 2.5 | 2.9 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 337.7 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 7.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 3.0 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 7.0 |
| Other | |

* 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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 29 | 21 | 30 | 44 | 30 | 22 | 24 | 46 | 28 | 30 | 25 | 41 |
| Mathematics | 30 | 13 | 32 | 36 | 31 | 11 | 29 | 36 | 28 | 22 | 23 | 35 |
| Science | 32 | 9 | 19 | 38 | 31 | 10 | 22 | 32 | 29 | 10 | 20 | 24 |
| Social Science | 30 | 14 | 18 | 37 | 31 | 8 | 29 | 35 | 29 | 16 | 29 | 28 |

* 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

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 11 | 12 |

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: New Teacher Induction supported by local mentors; Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

In 2019-20, ERHS has begun an instructional initiative around progress for Long Term English Learners. All common PD for this year is to focus on strategies and processes to support student progress as measured by CAASPP and ELPAC.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$47,977 | \$49,084 |
| Mid-Range Teacher Salary | \$72,725 | \$76,091 |
| Highest Teacher Salary | \$97,462 | \$95,728 |
| Average Principal Salary (ES) | \$118,355 | \$118,990 |
| Average Principal Salary (MS) | \$122,472 | \$125,674 |
| Average Principal Salary (HS) | \$130,732 | \$137,589 |
| Superintendent Salary | \$215,004 | \$230,096 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 34% | 35% |
| Administrative Salaries | 5% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$5,152.24 | \$87.47 | \$5,064.77 | \$77,023.29 |
| District | N/A | N/A | \$8,905.40 | \$80,688.00 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -55.0 | 0.3 |
| School Site/ State | -66.0 | 2.6 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for El Rancho High School | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------|---------|---------|---------|
| Dropout Rate | 4.5 | 2.8 | 1.8 |
| Graduation Rate | 93.7 | 95.2 | 96.7 |

| Rate for El Rancho Unified School | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------|---------|---------|---------|
| Dropout Rate | 7.6 | 4.2 | 3.9 |
| Graduation Rate | 89.1 | 89.7 | 92.6 |

| Rate for California | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 762 |
| % of pupils completing a CTE program and earning a high school diploma | 30 |
| % 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 2018-19 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 four 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:

- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Transportation
- Building and Construction Trades
- PLTW Engineering and Architecture
- PLTW Biomedical

ERHS offers a program that is articulated with a local city college. PLTW Engineering articulates courses and earn credit through Cerritos Community College. ROP courses include the following: Advanced Culinary, International Cuisine, Introduction to Culinary Arts, Medical Core, ROP Emergency First Responder, CNA, Sports Medicine 1 and 2, Introduction to Construction, Construction Technology. 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.

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.86 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 56.2 |

2018-19 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | 3 | N/A |
| Foreign Language | 7 | N/A |
| Mathematics | 4 | N/A |
| Science | 4 | N/A |
| Social Science | 5 | N/A |
| All courses | 23 | 18.7 |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.