

El Rancho High School

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

Chris Silvas, Principal

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<https://www.erusd.k12.ca.us/elrancho/Index.aspx>



2019-20 School Accountability Report Card Published During the 2020-21 School Year



El Rancho Unified School District

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Pico Rivera, CA 90660
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www.erusd.org

District Governing Board

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Joseph Rivera, Ed.D., Member

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District Administration

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Director, Secondary Education

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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

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	608
Grade 10	609
Grade 11	537
Grade 12	543
Total Enrollment	2,297

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.3
Filipino	0.4
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0.1
White	1.1
Two or More Races	0.2
Socioeconomically Disadvantaged	70.2
English Learners	7.8
Students with Disabilities	9.9
Foster Youth	0.9
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	18-19	19-20	20-21
With Full Credential	93	91	96
Without Full Credential	6	4	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified	18-19	19-20	20-21
With Full Credential	♦	♦	361
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at El Rancho High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	0	3

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 2020-21)

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, 2020

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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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>
Science	<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>
History-Social Science	<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)</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>A History of Western Vol. 2 Bedford St. Martin's AP Euro Hist. The Enduring Vision Heath AP US Hist. 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</p> <p>The Cold War-Tensions and OXFORD Rivalries: IB History Course Book</p> <p>Rights and Protest IB History OXFORD Course Book</p> <p>Revolution and Development of OXFORD Democratic States 2nd Edition IB History Course Book</p> <p>IB History: Skills and Practice: OXFORD IB Diploma Program</p> <p>IB Psychology: Study Guide: OXFORD IB Diploma Program Study Guide Ed.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>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</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Que Chevere Level 5 EMC School Que Chevere Spanish Level 3EMC 2020 Edition Que Chevere Spanish Level 2 EMC 2020 Edition 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/23/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Cracked tile on floors in admin area and several rooms, flaking paint/vandalism in bathrooms- Replacement of tile floors and repainting of all bathrooms began 12/2020; painting is complete and tile floors in process.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	56	N/A	43	N/A	50	N/A
Math	31	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

El Rancho High School is committed to fostering partnerships with parents to support students to be successful. Though the COVID 19 Pandemic has changed the way we are interacting with our parents, we are still working to keep parents informed about school and changes brought on by distance learning.

Back to School Night was hosted this year in a virtual format in early September.

We provide weekly parent updates via YouTube to present information about the school and clarification about student expectations.

We have hosted 5 parents evenings via Zoom since August, and between 50-100 parents have logged on to join us for each one.

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 normally takes place in February in our main gym, but will be exploring a virtual format for this year. Families have the opportunity to log on to 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 when available in person, 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 (School Year 2020-2021)

NOTE: Students are in distance learning this year and will not report to site until deemed safe by our local governing board and the LA County Office of Public Health. The following describes the measures used for in person instruction:

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 February of 2019. 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.

During a pandemic like the one we are experiencing now, all students and staff would be required to wear a mask upon entering campus, would be submitted to a temperature screening, and would use plexiglass shielding at their desks for each class. They would not be allowed to remain with other students if they demonstrated any signs of illness such as fever, cough, sneezing, loss of taste or smell, and other symptoms identified by the Office of Public Health. They would be isolated, assessed by a member of our health office, and released to parents. Restrooms would remain stocked with soap to promote hand washing, and each open restroom would be sanitized once every 30 minutes. Hand sanitizer stations would be available in every hall way, office, and classroom.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.6	4.9	2.5	2.9	3.5	3.5
Expulsions	0.1	0.2	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.6	2.3	2.5
Expulsions	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	459.4

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	10

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	30	22	24	46	28	30	25	41	29	18	27	40
Mathematics	31	11	29	36	28	22	23	35	28	16	32	29
Science	31	10	22	32	29	10	20	24	28	12	25	15
Social Science	31	8	29	35	29	16	29	28	30	11	21	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Due to the COVID-19 Pandemic and Distance Learning needs, El Rancho Unified School District began the 2020-2021 school year with four days of virtual professional development. The topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on technology platforms, distance learning instructional best practices, and distance learning district expectations.

Embedded in the Distance Learning instructional schedule, Friday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices during distance learning, social-emotional learning and mental health practices during distance learning, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the 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 has traditionally been 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.

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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.

In 2020-21, all ERHS teachers have received professional development in the use of platforms for distance learning and have been provided various applications to support virtual instruction.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,725	\$49,782
Mid-Range Teacher Salary	\$73,860	\$76,851
Highest Teacher Salary	\$98,982	\$97,722
Average Principal Salary (ES)	\$122,241	\$121,304
Average Principal Salary (MS)	\$123,264	\$128,629
Average Principal Salary (HS)	\$134,264	\$141,235
Superintendent Salary	\$225,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

* 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)
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE) provided by Tri-Cities ROP
- AVID (Advancement Via Individual Determination)
- Dual Enrollment Courses
- APEX Online Learning (credit recovery)
- ERWC (Expository Reading Writing Course)
- Literacy Assessment
- ELPAC Academy

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$3,586.93	\$135.31	\$3,451.62	\$79,659.53
District	N/A	N/A	\$9,682.40	\$81,373
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-94.9	-2.1
School Site/ State	-76.7	0.6

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for El Rancho High School	2016-17	2017-18	2018-19
Dropout Rate	2.8	1.8	1.6
Graduation Rate	95.2	96.7	96.8

Rate for El Rancho Unified School	2016-17	2017-18	2018-19
Dropout Rate	4.2	3.9	4.7
Graduation Rate	89.7	92.6	91.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1110
% of pupils completing a CTE program and earning a high school diploma	92.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

The 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 2019-20 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 Rio Hondo Community 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 Delia Arriola, College and Career Counselor of El Rancho High School. Ms. Arriola 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	97.78
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.09

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	8	N/A
All courses	33	23.6

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

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.