



Ellen Ochoa Prep Academy

8110 Paramount Blvd. • Pico Rivera • 5628017560 • Grades 9-12

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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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District Governing Board

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Vice President

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School Description

School Profile

Ellen Ochoa Prep Academy serves the community of Pico Rivera and surrounding cities. The campus is located at the south-east end of the city in a working-class community in which the cultural make-up is predominantly Latino. School enrollment consists of approximately 231 students in grades nine through twelve. The student body is served by 14 full-time teachers, 1 ROP instructor, 1 counselor, and 6 support staff. Additional support is provided by a Resource Specialist Program teacher, a Speech Pathologist, an Adaptive Physical Education teacher, and a School Psychologist. As the only magnet high school within the El Rancho Unified School District, Ellen Ochoa Prep Academy offers students a unique small school experience designed to engage students in the learning process and help them develop the necessary skills to be college ready. Ellen Ochoa Prep Academy is an International Baccalaureate World School. The International Baccalaureate (IB) Diploma Program offers a continuum of international education that encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development. Ochoa Prep also provides dual enrollment opportunities in partnership with Rio Hondo College. Students attend these college classes on our high school campus. It is the goal of the school to ensure that all students take full advantage of all the available educational opportunities and graduate prepared to attend a four-year university.

Vision Statement

Ellen Ochoa Prep Academy provides a positive, safe, healthy, nurturing, and respectful environment, which encourages social, emotional, and academic success.

Mission Statement

Ellen Ochoa Prep Academy is committed to developing the talents and knowledge of our students in order to be lifelong learners who can actively make a difference in a global society.

Student Code of Conduct

Ellen Ochoa Prep Academy will maintain a safe, healthy campus and classroom environment which is conducive to learning. Students enrolled at Ellen Ochoa Prep Academy are expected to conduct themselves, at all times, in a manner that shows they are courteous, respectful, and that they understand the school policies.

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 | 55 |
| Grade 10 | 78 |
| Grade 11 | 76 |
| Grade 12 | 64 |
| Total Enrollment | 273 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.4 |
| Asian | 1.5 |
| Filipino | 0.4 |
| Hispanic or Latino | 97.1 |
| White | 0.4 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 75.1 |
| English Learners | 5.9 |
| Students with Disabilities | 4 |
| Foster Youth | 1.5 |
| Homeless | 0.4 |

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 Ellen Ochoa Prep | 18-19 | 19-20 | 20-21 |
|---------------------------------------------|-------|-------|-------|
| With Full Credential | 11 | 15 | 11 |
| Without Full Credential | 1 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 2 | 0 | 1 |

| 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 Ellen Ochoa Prep Academy

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| 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 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 | Holt Literature and Language Arts Holt, Rinehart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Algebra Connection College Preparatory Mathematics (CPM), 2nd Edition 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Biology 2006 Prentice Hall 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Visualizing Human Geography 2014: Wiley Publishers, 2nd Edition 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Descubre Vista Publishing 1, 2007 Descubre Vista Publishing 2, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | Lifetime Health 2007 Holt, Rinehart & Winston (9-11) Comprehensive Health 2018 Goodheart-Wilcox (9-11) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | Fisher Scientific: Lab Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ellen Ochoa Prep Academy opened its doors as a magnet high school in 2016. Originally the campus was built as an elementary school in 1955. It is an attractive site that meets the needs of students and staff. It consists of 17 classrooms, one main office, a multipurpose room, two locker rooms, and computer lab, and a student college and career center. The campus has volleyball and basketball courts, and a soccer/lacrosse field available as well.

Each classroom has been modernized with drop ceilings, new lighting, new floors, air conditioning, and heating systems. The outside and inside of the school was painted before the opening of the new school program. Each classroom is Internet accessible, and equipped with computers, document cameras, and projectors. A Chromebook cart has been assigned to every classroom for student 1-1 use. During the summer of 2016 upgrades were made to the wireless internet infrastructure adding access points in every classroom increasing bandwidth and device capacity.

We have two full-time custodians and a groundsman that attends to our school two days a week. Custodial hours are from morning to afternoon and afternoon to late night.

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: 12/22/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|------------------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| 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 | Exemplary | |

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 | 64 | N/A | 43 | N/A | 50 | N/A |
| Math | 18 | 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 | 20 | 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)

Ellen Ochoa Prep Academy is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership is established with parents and guardians so they become an integral part of learning experience. Family partnerships are highly valued. Parents are encouraged to participate in the students' education in a variety of ways. Besides supporting learning at home, parents participate at school as volunteers, decision-makers, and leaders.

The following are some of the opportunities for parents to become involved:

School Site Council (SSC)

Recruitment Fairs

Volunteer Opportunities at School Events

Visitation Committees

Parent Education workshops and informative meetings such as Coffee with the Principal

Volunteer Opportunities

Attendance at Back-to-School night, Parent Conferences, Award Assemblies, and other school events

For more information on how to become involved at the school, please contact the school at (562) 801-7560.

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)

The school maintains a comprehensive school safety plan. The safety plan is reviewed annually and was last updated in October 2019. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. Each classroom is equipped with an emergency kit for fire, earthquake and other emergencies. The entire school participates in the yearly Earthquake Disaster Drill and monthly drills take place to practice evacuation procedures and emergency protocols.

The plan also includes shut-off locations for gas, electricity, and water. An steel emergency supply container bin is housed on campus. The bin contains water, disaster aid tools, and medical equipment.

To ensure safety, our campus is closed. Visitors are required to sign-in at the office and must wear a visitors' badge if they have business at the school.

Through the El Rancho USD Student Services office, the school has access to community agencies that provide support to students and families with medical and mental health programs. Our school also strives to maintain a positive school environment through the PBIS program.

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 | 1.2 | 1.2 | 2.5 | 2.9 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 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 | 1.8 | 2.3 | 2.5 |
| Expulsions | 0.0 | 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* | 273 |

*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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 0.75 |
| Other | 2 |

*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 | 18 | 8 | 1 | | 20 | 10 | 4 | | 23 | 7 | 8 | |
| Mathematics | 16 | 10 | | | 16 | 11 | 4 | | 18 | 10 | 5 | |
| Science | 18 | 7 | 2 | | 20 | 4 | 6 | | 24 | 3 | 7 | |
| Social Science | 20 | 5 | 1 | | 19 | 7 | 3 | | 24 | 4 | 8 | |

*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.

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
- ELPAC Academy
- 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).
- Advancement Via Individual Determination (AVID)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)
- APEX Online Learning (credit recovery)
- ERWC (Expository Reading Writing Course)
- Literacy Assessment

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 Unified School | 2016-17 | 2017-18 | 2018-19 |
|-----------------------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 89.7 | 92.6 | 91.4 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 82.7 | 83 | 84.5 |

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$6,045.70 | \$103.79 | \$5,941.92 | \$71,630.86 |
| 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 | -47.9 | -12.7 |
| School Site/ State | -26.4 | -10.0 |

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

Career Technical Education Participation

| Measure | CTE Program Participation |
|----------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE | 69 |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

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 | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | |

2019-20 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 | | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | | N/A |
| Science | 1 | N/A |
| Social Science | 1 | N/A |
| All courses | 3 | 19.8 |

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

Career Technical Education Programs

Ellen Ochoa Prep Academy provides CTE courses that are offered through the Regional Occupation Program (ROP). During the 2019-20 and 2020-21 school years there were two ROP (Computer Science and Web Design) courses offered on campus aligned to the appropriate CTE Standards and taught by a certified ROP instructor. Students participating in ROP courses are encouraged to complete certification in their field and postsecondary study that follows an industry pathway. CTE courses are essential for students to remain competitive in a global job market.

Our goal is to continue offering more ROP courses such as computer science, web design, and medical core 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.

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.