El Rancho High School

6501 Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7500 • Grades 9-12
Hector Vasquez, Principal
hectorvasquez@erusd.org
http://www.erusd.k12.ca.us/elrancho/

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

El Rancho Unified School District
9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7300
www.erusd.org

District Governing Board

Dr. Aurora R. Villon

Gabriel A. Orosco

Lorraine M. De La O

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Jose Lara

District Administration

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Superintendent

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Assistant Superintendent, Educational Services

Dora Soto-Delgado
Director, Student Services

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Director, Alternative/Adult Education

Dean Cochran
Director, Special Education

Roberta Gonzalez
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:
Developing the knowledge, skills, and proficiencies required for college, career, civic and economic success for students

Providing strategic and effective support through collaborative professional development and coaching staff

Building and sustaining trusting relationships with all

Schoolwide Leaner 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, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	612
Grade 10	582
Grade 11	606
Grade 12	602
Ungraded Secondary	31
Total Enrollment	2,433

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.1
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.3
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	71.6
English Learners	9.4
Students with Disabilities	12.1
Foster Youth	1.1

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			
El Rancho High School	**16-17**	**17-18**	**18-19**
With Full Credential	98	98	93
Without Full Credential	2	2	6
Teaching Outside Subject Area of Competence	6	2	0
El Rancho Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	355
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
El Rancho High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	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 2018-19)

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 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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 Literacy Curriculum 3rd Ed. Services Intervention Jolliffe, Roskelly Writing America Pearson AP Language and Composition in Context 2014 ELD 1 Edge- Cambridge University 9th-12th Fundamentals ELD 2 Edge- Cambridge University 9th-12th Fundamentals ELD 3 Edge- National Geographic 9th-12th Level A School Publishing Hampton Brown ELD 4 Edge- National Geographic 9th-12th Level B School Publishing Hampton Brown ELD 5 Edge- National Geographic 9th-12th Level C School Publishing Hampton Brown English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12th **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	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 SV Calculus: Concepts & Contexts Houghton Mifflin AP Cal Business Math, 17th Ed. Cengage Learning 12th Integrated Mathematics Common Core Pearson Education 11th-12th **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	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 Pearson 13th Edition Science with e text Plus printed text **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 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. 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 **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 Cracking the AP Spanish Princeton Language & Culture Exam 2019 Edition Descubre 1 Vista Higher Learning Descubre 2 Vista Higher Learning Signing Naturally 1-6 Dawn Sign Press Signing Naturally 7-12 Dawn Sign Press Level 1 Student Set Dawn Sign Press Signing Naturally Level 2 Dawn Sign Press Signing Naturally Level 3 Dawn Sign Press Master ASL & Fingerspelling Signmedia **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health	Life Time Health 2007 Holt, Rinehart and Winston 2002
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Gardner's: Art Through the Ages, Cengage Learning 2015
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

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: 10/01/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	
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

	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	62.0	59.0	40.0	42.0	48.0	50.0
Math	33.0	30.0	26.0	26.0	37.0	38.0

2017-18 CAASPP Results for All Students

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.

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Science for All Students

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	24.6	23.1	28.0

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

School Year 2017-18 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	565	554	98.05	59.39
Male	294	288	97.96	51.74
Female	271	266	98.15	67.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	557	546	98.03	59.16
White	--	--	--	--
Socioeconomically Disadvantaged	414	403	97.34	57.82
English Learners	89	86	96.63	18.60
Students with Disabilities	53	51	96.23	9.80
Foster Youth	--	--	--	--

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 2017-18 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	564	544	96.45	29.89
Male	293	281	95.9	28.32
Female	271	263	97.05	31.56
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	556	536	96.4	29.21
White	--	--	--	--
Socioeconomically Disadvantaged	413	394	95.4	26.72
English Learners	89	85	95.51	3.57
Students with Disabilities	53	46	86.79	2.17
Foster Youth	--	--	--	--

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 2018-19)
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			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.8	3.6	3.6
Expulsions Rate	0.3	0.0	0.1
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.3	2.4	2.6
Expulsions Rate	0.1	0.0	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	3.0
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	435:1

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

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	29.0	29.0	30.0	21	21	22	28	30	24	50	44	46
Mathematics	29.0	30.0	31.0	17	13	11	31	32	29	42	36	36
Science	31.0	32.0	31.0	8	9	10	26	19	22	38	38	32
Social Science	30.0	30.0	31.0	17	14	8	25	18	29	36	37	35

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

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:
- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- StudySync
- Iluminate
- PBIS (Positive Behavior Interventions Supports)
- AVID Training

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and school wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,977	$47,547
Mid-Range Teacher Salary	$72,725	$74,775
Highest Teacher Salary	$92,507	$93,651
Average Principal Salary (ES)	$118,711	$116,377
Average Principal Salary (MS)	$120,344	$122,978
Average Principal Salary (HS)	$129,840	$135,565
Superintendent Salary	$233,000	$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$3,752.96	$165.03	$3,587.93	$78,507.42
District	◆	◆	$8,905.40	$78,301
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District			-85.1	0.3
Percent Difference: School Site/ State			-66.0	2.6

* Cells with ◆ 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.

Types of Services Funded

The following programs and services are available in the district to support and assist students:
- After School Support classes

PBIS
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Project Lead the Way (PLTW)
- Promise Program

- Rio Hondo classes
- ROP classes
- ERWC (Expository Reading Writing Course)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
El Rancho High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	4.9	4.5	2.8
Graduation Rate	92.2	93.7	95.2
El Rancho Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	6.7	7.6	4.2
Graduation Rate	87.8	89.1	89.7
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.9

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	3	♦
Foreign Language	7	♦
Mathematics	5	♦
Science	3	♦
Social Science	6	♦
All courses	24	21.3

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	93.0	90.1	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.1	90.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	83.3	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	94.1	92.1	88.6
English Learners	57.5	51.6	56.7
Students with Disabilities	86.8	80.5	67.1
Foster Youth	66.7	78.6	74.1

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.

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.