Ellen Ochoa Prep Academy

8110 Paramount Blvd. • Pico Rivera, CA • 562-801-7560 • Grades 9-12
Kendall Goyenaga, Principal
kgoyenaga@erusd.org
ochoaprep.erusd.org

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

Dr. Teresa L. Merino

Jose Lara

District Administration

Karling Aguilera-Fort
Superintendent

Mark Matthews
Assistant Superintendent, Human Resources

Jacqueline A. Cardenas
Assistant Superintendent, Educational Services

Dora Soto-Delgado
Director, Student Services

Reynaldo Reyes
Director, Alternative/Adult Education

Dean Cochran
Director, Special Education

Roberta Gonzalez
Director, Early Learning Program

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 Hispanic. The school enrollment includes approximately 250 students in grades ninth through eleven. The student body is served by 14 full-time teachers, a counselor, and 5 support staff. Additional support is provided by Resource Specialist Program teachers, 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, the school has the intent to offer students a unique educational program designed to engage students in the learning process, and help them develop the necessary skills to be college and career ready. High school is a time of growth, change, and challenges and it is the goal of the school to ensure that all students take full advantage of the available educational opportunities.

Vision Statement

The vision is to be able to prepare 100% of our student for a four-year university.

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, 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	86
Grade 10	72
Total Enrollment	158

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.6
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.0
White	0.6
Socioeconomically Disadvantaged	70.9
English Learners	7.6
Students with Disabilities	7.0
Foster Youth	0.6

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			
Ellen Ochoa Prep Academy	16-17	17-18	18-19
With Full Credential	6	9	11
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	2
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			
Ellen Ochoa Prep Academy	16-17	17-18	18-19
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 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 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%
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)

Ellen Ochoa Prep Academy open its doors as a magnet high school in 2016. Originally the campus was built 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 bandwith and device capacity.

We have two full-time custodians and a groundsman that attends 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) Year and month in which data were collected: 10/2018		
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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**

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					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	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

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	18.2	23.9	20.5

* 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**

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**

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)
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)
Parent-Teacher Organization (PTO)
Visitation Committees
Parent Education workshops and informative meetings such as Title I Parent Meeting
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
The school maintains a comprehensive school safety plan. The safety plan is reviewed annually and was last updated in October 2018. 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 and they are for fire, earthquake and other natural disaster 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. Provided by the district and housed on our campus, a large metal bin houses all emergency supplies

To ensure safety, our campus is closed. Visitors are required to sign-in at the office, and to 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			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	8.8	1.2
Expulsions Rate	0.0	0.0	0.0
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	1
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	250

*   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		14.0	18.0		5	8			1			
Mathematics		12.0	16.0		5	10		1				
Science		18.0	18.0		4	7			2			
Social Science		15.0	20.0		5	5			1			

*   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
- BIE
- Kagan Learning Strategies

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	$26,029.26	$10.16	$26.019.10	$65,520.00
District	◆	◆	$8,905.40	$78,301
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District				-17.8
Percent Difference: School Site/ State				-15.5

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ellen Ochoa Prep Academy	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
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	31
% of pupils completing a CTE program and earning a high school diploma	0
% 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	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* 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	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	1	♦
Social Science	1	♦
All courses	2	27.9

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**

Career Technical Education Programs

Ellen Ochoa Prep Academy provides CTE courses that are offered through the Visual Arts department and the Regional Occupation Program (ROP). During the 2017-18 school year, there was one ROP course offered on campus, and it was aligned to the appropriate State Standards and are taught by certified ROP teacher. Along with our Digital Arts course, these courses directly lead to more advanced college courses and/or a viable occupation. Students are encouraged and informed that continuing with the coursework at the college level is in their best interest in order to be competitive in a job market.

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.