El Rancho High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

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.

2021-22 School Contact Information

School Name	El Rancho High School
Street	6501 S. Passons Blvd.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7500
Principal	Kendall Goyenaga
Email Address	kgoyenaga@erusd.org
School Website	https://www.erusd.k12.ca.us/elrancho/Index.aspx
County-District-School (CDS) Code	19 64527 1932706

2021-22 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Frances Esparza, Ed.D.
Email Address	fesparza@erusd.org
District Website Address	www.erusd.org

2021-22 School Overview

School Description:
El Rancho High School(ERHS), located in Pico Rivera, was established in 1952. 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 2020, the city's population was estimated at 62,088 with 90.7% of residents identifying themselves as Hispanic or Latino. In addition, 70.8% of the population reported an educational level of high school graduate or higher. The median household income is $67,636 with 8.8% of the population living in poverty, and 79.8% of households report having broadband internet access.

Vision:
Ensuring high levels of success for all by providing an education that is rigorous, engaging, and standards-based.

Mission Statement:
The community of El Rancho High School is committed to creating an environment in which students develop the skills and ethics to be college and career-ready. This will be achieved through a student-centered, teacher-guided curriculum that recognizes diversity in a climate of positive parental involvement.

Schoolwide Learner Outcomes:
Improve literacy and writing skills through the Common Core Standards and complex texts
Develop the skills to become productive members of the global community
Emphasize graduating college and career ready, having met the A-G requirements, with the goal of entering and graduating from a 4-year university
Acquire 21st Century skills, including critical thinking and evidence-based analysis, technological, collaborative, and

2021-22 School Overview

communication skills

Instructional Theme:
Ensuring High Levels of Success for All

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	615
Grade 10	609
Grade 11	553
Grade 12	528
Total Enrollment	2,305

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	0.3
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	0.7
English Learners	9.9
Foster Youth	1
Homeless	0.5
Socioeconomically Disadvantaged	68.6
Students with Disabilities	12.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 Intervention Literacy Curriculum 3rd Ed. Services Intervention Jolliffe, Roskelly Writing America Pearson AP Language and Composition in Context 2014 ELD 1 Edge-Fundamentals Cambridge University 9th-12th ELD 2 Edge-Fundamentals Cambridge University 9th-12th ELD 3 Edge-Level A National Geographic School Publishing Hampton Brown 9th-12th ELD 4 Edge-Level B National Geographic School Publishing 9th-12th Hampton Brown ELD 5 Edge-Level C National Geographic School Publishing 9th-12th Hampton Brown English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12th	Yes	0%

Mathematics	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 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 IB Mathematical Studies, Standard Level Course Book OXFORD Oxford IB Diploma Prog. 2nd Edition IB Mathematics Higher Level Course Book: OXFORD Oxford IB Diploma Program	Yes	0%
Science	Lifetime Health 2007 Holt, Rinehart & Winston 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 Campbell Biology (9th Edition) Benjamin Cumming AP Chemistry (9th Edition) Zumdahl Chemistry (9th Edition) Zumdahl AP Chemistry Lab Manual The College Board AP Student & Teacher Edition Biology for the IB Diploma OXFORD Preparation Guide 2nd Edition Biology for the IB Diploma OXFORD Coursebook 2nd Edition Biology for the IB Diploma OXFORD Coursebook 2nd Edition (2014)	Yes	0%
History-Social Science	Visualizing Human Geography 2014: Wiley Publishers 2nd Edition	Yes	0%

	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 The Enduring Vision Heath AP US Hist. Gardner's Art through the Ages: Cengage Learning AP The Absolutely True Diary of Little, Brown ML A Part-Time Indian Young Readers Traditions & Encounters: McGraw Hill AP Edition Law 101: Everything You Need Oxford University Press To know about American Law (4th Edition) American Government: Institutions & Policies Cengage 16th Edition Advanced Placement United AMSCO a Division 2019 Edition States Government & Policies of Perfection Learning IB History of the Americas 1880-1981: IB History Course Book OXFORD Causes and Effects of 20th Century Wars: IB History Course Book OXFORD		
Foreign Language	Temas Vista Publishing AP Edition Themes 1 Student Edition Pearson AP Edition Themes Teacher Resource Box Pearson Realidades I Pearson Realidades II Pearson Realidades III Pearson Que Chevere Level 2 EMC School Que Chevere Level 3 EMC School Que Chevere Level 4 EMC School Que Chevere Level 5 EMC School Que Chevere Spanish Level 3EMC 2020 Edition Que Chevere Spanish Level 2 EMC 2020 Edition Abriendo Puertas Workbook Wayne Scott Bown Sp. Edition Autentico Student Edition Plus Digital Course Pearson Spanish B for the IB Diploma OXFORD (Spanish Edition) Mañana Spanish B for the IB Diploma Cambridge University (2nd Edition) Bundle: IB Spanish B Course Book OXFORD Skills and Practice Spanish B for the IB Diploma OXFORD Grammar & Skills Workbook	Yes	0%

Health	Life Time Health 2007 Holt, Rinehart and Winston 2002	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 of different technology equipment. The school's library, staffed by one full-time librarian and one library media technician, houses a computer lab and two study areas that are available for student use before school and after school. Due to the COVID-19 Pandemic air scrubbers have been placed in every classroom and student-used area, and appropriate air filters have been placed in main office areas. Facility improvements include the uniformity of classroom paint, upgraded flooring in several buildings, and a project to rebuild the school pool and locker rooms.

Year and month of the most recent FIT report	12/23/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cracked tile on floors in admin area and several rooms, flaking paint/vandalism in bathrooms-Replacement of tile floors and repainting of all bathrooms began 12/2020; painting is complete and tile floors in process.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	502	412	82.07	17.93	61.63
Female	264	221	83.71	16.29	69.12
Male	238	191	80.25	19.75	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	498	409	82.13	17.87	61.6
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	11	31.43	68.57	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	342	276	80.7	19.3	58.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	26	50	50	8

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	502	385	76.69	23.31	37.33
Female	264	206	78.03	21.97	43.50
Male	238	179	75.21	24.79	30.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	498	383	76.91	23.09	37.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	17	48.57	51.43	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	342	260	76.02	23.98	34.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	24	46.15	53.85	4.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	474	NT	NT	NT	NT
Female	240	NT	NT	NT	NT
Male	234	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	466	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The CTE courses are included in a variety of pathways at El Rancho High School. Many of our CTE courses are offered through the Visual/Performing Arts department and the Regional Occupation Program (ROP). During the 2020-21 school year, there were nine ROP courses offered on campus, all of which are aligned to the appropriate State Standards and are taught by certified ROP teachers. All of these courses directly lead to more advanced college courses and/or a viable occupation. The four graphic arts courses offered within the Visual/Performing Arts department are articulated with a local city college. Students are encouraged to continue with the coursework at college in order to be competitive in a job market.

El Rancho High School offers the following pathways:
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Transportation
Building and Construction Trades
PLTW Engineering and Architecture
PLTW Biomedical

ERHS offers a program that is articulated with a Rio Hondo Community College. PLTW Engineering articulates courses and earn credit through Cerritos Community College. ROP courses include the following: Advanced Culinary, International Cuisine, Introduction to Culinary Arts, Medical Core, ROP Emergency First Responder, CNA, Sports Medicine 1 and 2, Introduction to Construction, Construction Technology. The primary representative of the District's Career Technical Advisory Committee is Delia Arriola, College and Career Counselor of El Rancho High School. Ms. Arriola works closely with the College & Career Advisor, staffed by Tri-Cities ROP, to make sure that students have access to CTE courses.

Our goal is to continue offering programs and classes that are integrated with our Standards-based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce. New programs are in development to support these stated goals.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,139
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.2

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

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

We provide weekly parent updates via Parent Square communication with information about daily schedules and other activities.

We have hosted several parents' evenings via Zoom presented by our counseling staff.

Future Don Night is a night for families of incoming students to learn more about what El Rancho High School has to offer. This event normally takes place in February in our main gym, but the school will be exploring different formats due to pandemic restrictions. Families have the opportunity to log on to a club fair, workshops and speak with teachers and counselors.

In addition to these opportunities, parents are involved in other committees and organizations on our campus when available in person, such as:

School Site Council
ELAC
Athletic Booster Organizations
WASC Focus on Learning Process

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.6	2.8	2.1	4.7	3.8	3.9	9.0	8.9	9.4
Graduation Rate	96.8	95.8	94.6	91.4	94.0	91.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	485	459	94.6
Female	247	239	96.8
Male	238	220	92.4
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	475	450	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	53	42	79.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	399	373	93.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	57	40	70.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2348	2315	229	9.9
Female	1134	1117	99	8.9
Male	1214	1198	130	10.9
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	11	11	4	36.4
Filipino	8	8	0	0.0
Hispanic or Latino	2303	2270	220	9.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	3	3	0	0.0
White	15	15	4	26.7
English Learners	246	238	35	14.7
Foster Youth	27	24	5	20.8
Homeless	16	16	9	56.3
Socioeconomically Disadvantaged	1622	1599	179	11.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	304	293	60	20.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.94	0.00	2.90	0.04	3.47	0.20
Expulsions	0.20	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.38	2.16	2.45
Expulsions	0.08	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 in December of 2021. 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 to support search and rescue, first aid, security, and student accountability.

Due to the Covid-19 pandemic, all students, staff, and guests are required to wear a mask and submit to a temperature screening upon entering campus. The use of plexiglass shielding throughout campus has been established for additional safety. Recommendations by the Office of Public Health are followed and students determined to be in close contact or with positive results are required to quarantine and remain at home until cleared. Restrooms are stocked with soap to promote handwashing, and each open restroom is sanitized once every 30 minutes. Hand sanitizer stations are available in every office and classroom.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	30	25	41
Mathematics	28	22	23	35
Science	29	10	20	24
Social Science	29	16	29	28

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	18	27	40
Mathematics	28	16	32	29
Science	28	12	25	15
Social Science	30	11	21	36

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	39	33
Mathematics	29	13	32	31
Science	28	13	23	16
Social Science	30	8	28	32

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	480.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$3,671.80	$138.51	$3,533.29	$79,166.00
District	N/A	N/A	$9,682.40	$79,462
Percent Difference - School Site and District	N/A	N/A	-93.1	-0.4
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-82.0	-2.3

2020-21 Types of Services Funded

The following programs and services are available in the district to support and assist students:

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,725	$51,029
Mid-Range Teacher Salary	$73,860	$78,583
Highest Teacher Salary	$98,982	$99,506
Average Principal Salary (Elementary)	$123,006	$124,576
Average Principal Salary (Middle)	$124,828	$131,395
Average Principal Salary (High)	$135,128	$144,697
Superintendent Salary	$215,004	$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	4
Fine and Performing Arts	2
Foreign Language	4
Mathematics	3
Science	3
Social Science	8
Total AP Courses Offered	26

Professional Development

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.

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.

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

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

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

In 2021-22, professional development at ERHS will focus on the continued implementation of technology tools to support in-person learning and possible hybrid instructional models. In addition, there will be a focus on instructional strategies to be used throughout all content areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

El Rancho Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Frances Esparza, Ed.D.
Email Address	fesparza@erusd.org
District Website Address	www.erusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4294	531	12.37	87.63	57.39
Female	2060	273	13.25	86.75	65.17
Male	2234	258	11.55	88.45	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	19	1	5.26	94.74	--
Black or African American	17	1	5.88	94.12	--
Filipino	21	1	4.76	95.24	--
Hispanic or Latino	4174	524	12.55	87.45	57.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	1	6.25	93.75	--
White	43	3	6.98	93.02	--
English Learners	728	23	3.16	96.84	13.64
Foster Youth	38	6	15.79	84.21	--
Homeless	42	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3119	363	11.64	88.36	54.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	528	39	7.39	92.61	7.89

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4294	507	11.81	88.19	31.85
Female	2060	254	12.33	87.67	39.11
Male	2234	253	11.32	88.68	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	19	0	0.00	100.00	--
Black or African American	17	0	0.00	100.00	--
Filipino	21	1	4.76	95.24	--
Hispanic or Latino	4174	502	12.03	87.97	31.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	2	12.50	87.50	--
White	43	2	4.65		--
English Learners	728	27	3.71	96.29	3.85
Foster Youth	38	5	13.16	86.84	--
Homeless	42	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3119	349	11.19	88.81	29.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	528	37	7.01	92.99	2.78

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.