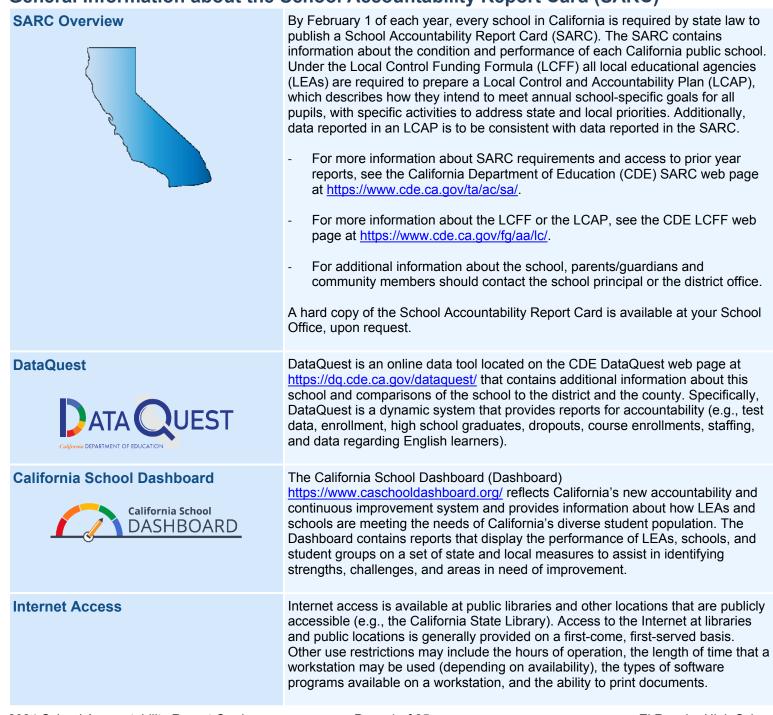# El Rancho High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	erhs.erusd.org
Grade Span	9-12
County-District-School (CDS) Code	19 64527 1932706

2024-25 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco A. Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2024-25 School Description and Mission Statement

School Description:
El Rancho High School (ERHS), located in Pico Rivera, was established in 1952. It is a large suburban school in Los Angeles County, California, situated 11 miles east of downtown Los Angeles in a predominantly blue-collar community. As of 2020, the city's population is estimated to be 62,088, with 90.7% of residents identifying as Hispanic or Latino. Additionally, 70.8% of the population reported having graduated high school or possessing a higher level of education. The median household income is $67,636, and 8.8% of the population lives in poverty. Furthermore, 79.8% of households have access to broadband internet.

2024-25 School Description and Mission Statement

District/School Vision:
Inspiring learners to thrive in an ever-changing world.

District/School Mission Statement:
We create opportunities for growth and success.

The El Rancho High School community is dedicated to ensuring high levels of success for all students. We are committed to developing critical thinkers who are respectful, responsible, and prepared for post-high school success. This commitment will be realized by fostering a positive and engaging environment that promotes high expectations for student achievement, supports our staff, and involves families and the community.

Schoolwide Learner Outcomes:
Demonstrate academic excellence
Optimize academic and career opportunities
Navigate individualized pathways to success
Strengthen problem-solving and critical-thinking skills

Instructional Theme:
Ensuring High Levels of Success for All

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	524
Grade 10	581
Grade 11	531
Grade 12	468
Total Enrollment	2,104

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Non-Binary	0
Asian	0.6
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0
Two or More Races	0.2
White	0.8
English Learners	9.1
Foster Youth	0.9
Homeless	0.9
Socioeconomically Disadvantaged	81.2
Students with Disabilities	13.7

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.20	78.46	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	0.63	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.90	8.40	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	3.19	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	8.80	9.30	19.00	5.52	18854.30	6.86
Total Teaching Positions	94.60	100.00	344.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72.70	76.32	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	2.10	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	14.30	15.06	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown/Incomplete/NA	6.20	6.50	10.00	2.89	15831.90	5.67
Total Teaching Positions	95.30	100.00	346.20	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.60	72.98	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.30	16.77	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.36	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	9.00	9.88	19.60	6.19	14303.80	5.15
Total Teaching Positions	91.20	100.00	316.70	100.00	277698.00	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	7.90	13.30	15.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	7.90	14.30	15.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.00	0.00	0.3
Total Out-of-Field Teachers	3.00	0.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10	17.8	17
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.50	4.2	4.8

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

2024-25 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, 2024

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 ELD 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 Hampton Brown 9th-12th ELD 5 Edge-Level C National Geographic School Publishing Hampton Brown 9th-12th English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12	Yes	0%
Mathematics	Precalculus with Trigonometry CPM 9th-12th	Yes	0%

Subject	Textbooks and Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
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 w/Applications 2009 Prentice Hall 11th-12th Campbell Biology (9th Edition) Benjamin Cumming AP Chemistry (9th Edition) Zumdahl AP AP Chemistry Lab Manual The College Board AP Student & Teacher Edition Physical Science with Earth Science McGraw Hill 9th-12th Experience Chemistry for California 2021 SAVVAS 9th-12th Experience Physics 2022 SAVVAS 9th-12th California Miller & Levine SAVVAS 9th-12th Experience Biology: in Living Earth 2020 Biology for the IB Diploma Exam 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 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	Yes	0%

	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			

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

School Facility Conditions and Planned Improvements

El Rancho High School was built in 1952 and received an architectural award from California at that time. The school underwent modernization in 2002, resulting in each of its 134 classrooms having Internet connectivity, telephones, and a variety of technological equipment.

School Facility Conditions and Planned Improvements

The library, which is staffed by a full-time librarian and a library media technician, features a computer lab and two study areas that students can use before and after school. A complete modernization of the library was completed in 2024. Ongoing facility improvements include standardizing classroom paint, upgrading flooring in several buildings, rebuilding the school pool, and redesigning the athletic fields and fieldhouse.

Year and month of the most recent FIT report	November, 2024

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	Floor tiles broken and need to be replaced, file cabinets not secured to wall, fire extinguishers are not updated and cords daisy chained need to be removed. Work orders have been submitted and a plan has been devised to correct the items. Some repairs have been made already.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Surge protectors and cords daisy chained. Two light fixtures out. Wires exposed where two old clocks were mounted. Remove covers over light fixtures. Work orders have been submitted and a plan has been devised to correct the items. Some repairs have been made already.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Some fire extinguishers need to be updated. Work orders have been submitted and a plan has been devised to correct the items.
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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	58	66	38	38	46	47
Mathematics (grades 3-8 and 11)	20	27	24	26	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	465	98.94	1.06	65.73
Female	240	237	98.75	1.25	72.46
Male	230	228	99.13	0.87	58.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	457	452	98.91	1.09	65.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	29	87.88	12.12	13.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	53	53	100.00	0.00	57.69
Socioeconomically Disadvantaged	385	381	98.96	1.04	63.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	18.37

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	458	98.71	1.29	27.07
Female	239	236	98.74	1.26	27.12
Male	225	222	98.67	1.33	27.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	451	445	98.67	1.33	26.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	28	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	53	53	100.00	0.00	28.30
Socioeconomically Disadvantaged	380	375	98.68	1.32	25.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	4.35

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.87	26.25	21.14	21.93	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	923	915	99.13	0.87	26.04
Female	448	442	98.66	1.34	25.17
Male	475	473	99.58	0.42	26.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	901	894	99.22	0.78	25.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	62	92.54	7.46	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	105	105	100.00	0.00	20.95
Socioeconomically Disadvantaged	741	734	99.06	0.94	24.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	93	98.94	1.06	5.38

2023-24 Career Technical Education Programs

The Career Technical Education (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 2023-24 school year, there were nine ROP courses offered on campus, all of which are aligned with 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 the job market.

El Rancho High School offers the following pathways:
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Building and Construction Trades
Project Lead the Way (PLTW) Engineering and Architecture
Project Lead the Way (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,

2023-24 Career Technical Education Programs

Introduction to Culinary Arts, Medical Core, ROP Emergency First Responder, Certified Nurse Assistant, Sports Medicine 1 and 2, Introduction to Construction, and 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1082
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	95.1
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.67
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	48.23

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.5%	92.1%	93.3%	92.5%	94.4%

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.

2024-25 Opportunities for Parental Involvement

El Rancho High School is committed to fostering partnerships with parents to support students to be successful. The school hosts in-person events and activities throughout the school year that keep parents informed and engaged. Parents have access to the parent portal that provides them with updated information on their child such as grades and attendance.

Back to School Night was hosted in late August and Parent Conferences were held in October.

Weekly parent updates are provided via Parent Square communication with information about daily schedules and other activities.

Our counseling staff and the College and Career Center have presented several workshop nights for parents, covering topics such as graduation requirements, college acceptance requirements, financial aid, the college application process and deadlines, and post-secondary options. The afterschool program PREP also offers different opportunities for parent engagement.

Rising Don Night is a night for families of incoming students to learn more about what El Rancho High School has to offer. This event usually takes place at the start of the second semester. Families have the opportunity to gather information from all the different clubs and athletic programs, participate in small workshop sessions about AVID, International Baccalaureate (IB), and other academic programs, 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 (SSC)
English Learner Advisory Council (ELAC)
Booster Organizations
Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) Focus on Learning Process
Parent Teacher Organization (PTO)

New this year is a community liaison who is a resource for our community.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.0	2.1	1.8	3.5	4.1	4.9	7.8	8.2	8.9
Graduation Rate	95.4	96.3	96.8	94.4	93.7	93.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	493	477	96.8
Female	222	217	97.7
Male	271	260	95.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	484	470	97.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	68	63	92.6
Foster Youth	--	--	--
Homeless	13	10	76.9
Socioeconomically Disadvantaged	454	441	97.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	50	86.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2264	2209	430	19.5
Female	1058	1024	190	18.6
Male	1205	1184	240	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	13	2	15.4
Black or African American	--	--	--	--
Filipino	11	11	2	18.2
Hispanic or Latino	2209	2158	417	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	17	4	23.5
English Learners	231	225	59	26.2
Foster Youth	29	22	6	27.3
Homeless	24	22	12	54.5
Socioeconomically Disadvantaged	1879	1840	356	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	311	303	105	34.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.86	7.84	8.7	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.16	0.21	0.22	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.70	0.22
Female	5.95	0.19
Male	11.12	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	0.00	0.00
Filipino	9.09	0.00
Hispanic or Latino	8.60	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	16.67	0.00
English Learners	11.26	0.00
Foster Youth	20.69	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	8.94	0.21
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.47	0.64

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

El Rancho High School provides a safe and clean campus to promote a positive and clean environment for students. The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually. The most recent review and approval was on February 28, 2024, by our School Site Council (SSC). The Comprehensive School Safety Plan has been standardized with the

2024-25 School Safety Plan

District Standard Emergency Management System (SEMS) plan and includes most possible scenarios related to school safety. Earthquake and fire drills are conducted regularly to prepare all students and staff. To ensure effective preparedness in case of an emergency, staff members review each drill. The school maintains disaster emergency supplies.

The school has a closed-campus policy in place. All visitors are required to enter and exit through the front school office. The Raptor visitor management system is utilized to screen and document all district staff and visitors who come to the school. Visitors must check in at the office and wear a proper visitor's pass at all times. Throughout the day and during events, administrators, counselors, teachers, security personnel, and staff are present to provide supervision. Additionally, District School Police and a School Resource Officer are on campus during school hours to further ensure the safety of students and staff.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	28	38	31
Mathematics	28	17	24	36
Science	28	9	15	22
Social Science	31	12	13	44

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	33	30	36
Mathematics	28	19	25	33
Science	31	4	18	27
Social Science	31	12	11	46

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	32	25	37
Mathematics	29	16	21	33
Science	30	8	12	27
Social Science	29	20	12	34

2023-24 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	420.8

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.2
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$1,858.11	$129.69	$1,728.42	$101,183.97
District	N/A	N/A	$9,547.84	$94,324
Percent Difference - School Site and District	N/A	N/A	-138.7	7.0
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-144.7	6.6

Fiscal Year 2023-24 Types of Services Funded

The following programs and services are available in the district and at the school to support and assist students:
- After-school tutoring to provide academic interventions in different subject matters
- Saturday School to provide behavior and academic interventions
- Support and interventions for English learners
- Interim Assessments in English and Mathematics
- Language Arts and Mathematics Cadres
- Technology integration and the use of different academic platforms that are available to all students
- Advanced Placement Classes (AP)
- International Baccalaurate (IB)
- 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 in partnership with Rio Hondo College
- Edgenuity Online Learning (credit recovery)
- ERWC (Expository Reading Writing Course)
- English Language Proficiency Assessments for California (ELPAC) summative assessments
- Literacy Assessment
- Enrichment and VAPA courses
- Mental Health and LA CADA support
- Academic Counselors support
- After-school PREP Program which provides academic support and extracurricular activities
- Local screener in Reading through the Renaissance Star assessment

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,153	$58,855
Mid-Range Teacher Salary	$88,149	$92,519
Highest Teacher Salary	$118,132	$114,665
Average Principal Salary (Elementary)	$150,110	$142,791
Average Principal Salary (Middle)	$152,039	$151,078
Average Principal Salary (High)	$163,405	$167,094
Superintendent Salary	$240,000	$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.4

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	4
English	5
Fine and Performing Arts	1
Foreign Language	4
Mathematics	3
Science	1
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	27

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.

El Rancho Unified School District began the 2024-2025 school year with a summer teacher academy for those teachers who signed up. During this time teachers were offered the opportunity to be provided with time to work in their subject areas

Professional Development

developing pacing guides and lesson planning. In addition, teachers were provided with an in-service on Universal Design for Learning (UDI). During the school year topics addressed are and will be Technology Integration, Reading and Mathetics Growth, PCLs, Data analysis, English learner support, and Student Engagement. The professional development days focused on Math, language arts, and science cadres which allow vertical and horizontal collaboration between teachers across the district. Site-based professional development at ERHS is based on a needs assessment survey which aligns with 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.

Embedded in the instructional schedule, Monday and Friday mornings are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes department collaboration, special programs planning, instructional best practices, social-emotional learning and mental health practices, data analysis, and teacher collaboration and planning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40