

The Single Plan for Student Achievement

School: El Rancho High School
CDS Code: 19 64527 1932706
District: El Rancho Unified School District
Principal: Dr. Jessica Kwek
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

El Rancho High School's Vision and Mission Statements

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.

El Rancho High School's Vision and Expected School Wide Learning Results:

El Rancho High School is committed to providing students with an education that is rigorous, engaging, and standards-based. Our highly qualified staff, along with parents and the community, will support student achievement to:

Improve literacy and writing skills through a shift to 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 communication skills

School Profile

El Rancho High School, located in Pico Rivera, was established in 1952. When it first opened, it housed grades 9-11. Therefore, the first graduating class was the class of 1954. El Rancho is a large urban high school in Los Angeles County, California, situated 11 miles east of downtown Los Angeles. In 2010, the city's population was estimated at 67,000 - 34,000 (51%) females and 33,000 (49%) males. The median age was 34.3 years. 28 percent of the population was under 18 years and 12 percent was 65 years and older.

For people reporting one race alone, 59 percent was white; one percent was black or African American; less than 0.5 percent was American Indian and Alaska native; two percent was Asian; less than 0.5 percent was Native Hawaiian and other Pacific Islander, and 35 percent was some other race. 92 percent of the people in the City of Pico Rivera was Hispanic. Five percent of the city was White, non-hispanic.

According to a Public Policy Institute study (2002), Pico Rivera is one of seven California cities with the least diverse neighborhoods. In 2010, there were 17,000 households in Pico Rivera. The average household size was 3.9 people along with a median family income of \$59,105. 81 percent of the households received earnings and 18 percent received retirement income other than Social Security.

33 percent of the people living in Pico Rivera in 2010 were foreign born. 67 percent was native, including 59 percent who were born in California. Among people at least five years old, 73 percent spoke a language other than English at home. Of those speaking a language other than English at home, 97 percent spoke Spanish and three percent spoke some other language; 39 percent reported that they did not speak English very well.

In 2010, 64 percent of people 25 years and over had at least graduated from high school and 10 percent had a bachelor's degree or higher. 36 percent were dropouts; they were not enrolled in school and had not graduated from high school.

El Rancho High School is the only comprehensive high school in Pico Rivera. Residential properties surround the high school. An adult school and a continuation high school are located across the street from the high school. The city's Civic Center, consisting of Pico Rivera City hall and the Pico Rivera Sheriff's station, is located next door. El Rancho High School serves a community with diverse socio-economic challenges that requires a comprehensive community approach to learning and education.

Student enrollment at El Rancho High School is approximately 2,794, 96 percent of whom are Hispanic. 57 percent of the students participate in the free and reduced lunch program, effectively placing El Rancho into the category of high poverty. 11 percent of students are designated English Language Learners (ELL). This represents about 281 students.

El Rancho High school prides itself on providing students with a challenging curriculum that provides students with various post-secondary opportunities. El Rancho currently offers 17 Advanced Placement courses in the following subjects:

Art History
Biology
Chemistry
Calculus AB
Calculus BC
Statistics
English Language
English Literature
Spanish Language
Spanish Literature
Human Geography
US History
US Government
World History
Psychology
Physics
Studio Art

El Rancho High school prides itself on providing students with a challenging curriculum that provides students with various post-secondary opportunities. El Rancho currently offers six honors courses in the following subjects:

9th Grade English
10th Grade English
Integrated Math II Honors
Geometry Honors
Algebra 2 Honors
Pre-Calculus Honors

At El Rancho High School, core academic areas are supplemented with the departments of Applied Technology, Athletics, Modern Languages, Regional Occupational Program (ROP) and Visual and Performing Arts. A number of opportunities exist for students to participate in co-curricular activities.

In addition to the strong academic curriculum and in cooperation with Regional Occupational Program (ROP), El Rancho offers students opportunities for career exploration with electives in the areas of technology, culinary arts, healthcare, law enforcement, engineering, information technology and visual and performing arts.

To better facilitate students' transition into life after high school, El Rancho High School has a large College and Career center with one full-time college counselor. The College and Career Center provides students and parents with information on the college application and financial aid process. The College and Career Center also organizes College Night and Financial Aid Night where parents can interact and speak to specific college and university representatives. Both events are well attended and quite successful. Counselors hold meetings for freshman parents, junior parents and senior parents. They also host sophomore counseling yearly in the Fall.

El Rancho High School also has a library that contains over 16,000 books. The library is not only the center of our Accelerated Reader program, but also contains a computer lab. It is staffed with one librarian, one full-time (6 hr/day) library media technician and one Library Assistant (3.75 hr/day).

In addition to the library, El Rancho has three additional computer labs with approximately 200 total student computers. All computer labs have internet access. Computer labs are open for student use with supervision before school, at lunch and after school. Additionally, El Rancho has eight mobile carts that have 40 Chromebooks each. Teachers have the ability to check out the Chromebook carts on a regular basis.

To meet the needs of its students, El Rancho employs 120 teachers, eight counselors, six administrators and over 90 support staff who are committed to providing a positive environment conducive to learning. Through the district, new teachers are provided support through both Beginning Teacher Support and Assessment (BTSA) and Peer Assistance Review (PAR). Teachers from both programs are able to meet with mentors on an on-going basis to discuss teaching strategies. The district provides support for teachers with the English Learner Contact Teacher Committee, the Math Council, English Council, Science Council, VAPA Curriculum Council and technical training. In addition, new teachers at El Rancho are coached on campus by a trained, experienced teachers within their department. They are also supported on a regular basis by the Curriculum Resource Teacher. Through high expectations

and a rigorous standards-based curriculum, the El Rancho faculty and staff have created a safe and secure environment focused on student achievement.

El Rancho High School acknowledges students who have been placed on the Principal's Honor Roll and Honor Roll. El Rancho also recognizes students that have met requirements for the State Seal of Biliteracy Seal and students who have completed four years of AVID (Advancement Via Individual Determination).

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

El Rancho collects data from various stakeholders. Students have the opportunity to provide feedback through the California Healthy Kids Survey as well as our ERHS Student Survey.

We also have a staff survey and a parent survey that we distribute each year. Data from the parent survey shows that 89 percent of parents feel that the school's highest priority is student learning and 81 percent of respondents feel that the school prioritizes student safety. Additionally, 85 percent of respondents feel that their child has access to take higher level courses. A total of 159 parents responded to the survey.

From the student survey, results show that 73 percent of student respondents feel that the schools highest priority is student learning and 80 percent of respondents feel that ERHS is preparing them for college. We are able to obtain responses from 1,763 students. 82 percent of students feel that teachers are available for extra help and 80 percent of students feel that counselors give them the help they need in planning their schedule. Additionally, 69 percent of students feel challenged in their classes.

From the certificated staff survey, 71 percent of respondents reported that they clearly state the learning objective in every lesson. Of 119 respondents, 85 percent reported that every lesson they teach promotes critical thinking and rigor. Only 40 percent of staff feel that they have adequate planning time with colleagues.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators visit classrooms on a regular basis, both formally and informally. During the weekly admin team meetings, administrators discuss informal observations. Administrators divide up the campus by departments and spend 2-3 weeks conducting informal observations. Formal observations are also divided among administrators. They work with Human Resources and conduct formal observations twice a year. Each formal observation is accompanied by a follow-up meeting. The first formal observation is conducted in the fall, before winter break. The second formal observation occurs early in the second semester. Teachers also participate in instructional rounds (Rounds at the Ranch) as a way to collaborate and share best practices.

Findings indicated that teachers are implementing best practices and strategies that are shared during the PD Series and other professional development opportunities. Teachers use common strategies such as Thinking Notes and Marking the Text.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Standardized assessment data is used to modify instruction and improve student achievement. Staff regularly gather, analyze, and synthesize assessment data in order to provide placement in appropriate level academic courses. Data from California English Language Development Test (CELDT) and local formative and summative assessments are used to place students in appropriate level ELD English Courses. Assessment results are used in conjunction with initial diagnosis and the placement inventory used in EDGE and Language! to ensure students are placed correctly. Students not performing well, below grade level or at level 1, 2, or 3 on the California English Language Development Test (CELDT) are placed in the appropriate reading intervention programs.

El Rancho High School has embraced EADMS as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. Staff is currently working through department meetings and collaborative team meetings to develop common assessments in all core subject areas designed to assist and identify strengths and areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified.

CAASPP (California Assessment of Student Performance and Progress) includes the EAP: Early Assessment Program (EAP) test scores are used to identify and place students into the appropriate program/course. Such programs/courses include: Language! literacy intervention, and Advanced Placement. This data drives collaboration between teachers during regular subgroup and department meetings.

California English Language Development (CELDT)
CELDT is used to determine language proficiency of English Learners as well as to determine their level placement into English Language Development (ELD) courses. This data is also used to monitor student progress in the English Language Development (ELD) program and for redesignation purposes among students. Classroom teachers also consider this information as they plan their lessons to better meet the needs of English Learners.

California Alternate Performance Assessment (CAPA)-Science
The California Alternate Performance Assessment (CAPA) is the alternate assessment for the California Standards for children with severe cognitive disability which is specified on their Individual Education Program (IEP).

Advance Placement Exams
Scores allow for program refinement and academic counseling.

EADMS benchmarks which include midterm and final exams for core classes
EADMS enables teachers to deliver common standards-aligned tests and provides them with tools to analyze results for individualization in the classroom. This data drives collaboration among teachers during weekly department/subgroup meetings.

Language! Summative Tests
The Language! placement exam measures spelling, fluency, reading comprehension and the results place students into the correct level of the Language! Program. Results from the Language! Summative Tests along with grades are used for exiting students from the program during the school year.

Accelerated Reader STAR Reading Test
This information is used by students to check out grade appropriate books for Accelerated Reader. Students participating in Accelerated Reader take this test at the beginning and end of each semester.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Departments and collaborative teams (course-alike groups) develop and administer common summative assessments. Groups are transitioning to use common formative assessments, as well. Course-alike teams meet twice per month to discuss strategies, assessments and modifications to instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

El Rancho High School students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by NCLB. El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are credentialed and have access to professional development on a regular basis, both voluntary and mandatory professional development.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The focus of staff/professional development activities is centered on Professional Learning Communities and the expansion of Common Core Standards instruction and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all Individual Educational Program (IEP) goals and objectives are met. There is district support, materials and training for instructors using EDGE who work in conjunction with instructors in English Language Arts on reading, writing and acquisition skills.

Inservice days, administrative meetings, leadership team meetings, instructional managers meetings, collaborative team meetings and department meetings are planned to allow teachers the opportunity to identify the most effective methods for improving student achievement. Administrators and teachers analyze the results of standardized tests and identify areas needing improvement. The results are considered when determining professional development necessary to meet the needs of students. Core departments use common assessments to determine student progress. The results of common assessments drive instruction by identifying areas for student improvement. Professional development training is designed to meet student needs based upon current data. Release time is provided for teachers to gather information from classroom observations, workshop and training.

The Math Curriculum Council provides resources for improvement of instructional strategies and extensive professional development and support to math teachers focusing on pedagogy associated with Algebra 1, Algebra Support, Geometry, and Geometry Support.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At El Rancho, teachers work with administration to create professional development. While transitioning to Common Core State Standards, teachers attended district Common Core meetings and then brought material to share with the rest of the staff in the format of the PD Series. Site resource teachers, instructional managers and other leaders collaborate to plan and implement our PD Series.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time embedded into the bell schedule every Monday and Friday. Course-alike collaborative teams meet twice a month, departments meet once a month and various other collaborative groups meet about once per month.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum alignment is an ongoing process and is being supported through department meetings and subgroup meetings in each academic discipline. Staff is mapping curriculum vertically and horizontally and implementing standardbased instruction and assessment practices. Additionally, staff is utilizing EADMS to identify academic areas of strength and concerns on standardized assessments and implementing a series of standard-based benchmark assessments in core academic subjects

Social Studies

Visualizing Human Geography 2014 - Wiley Publishers 9th
Modern World History McDougal Littell 10th
The Americans McDougal Littell 11th
Economics Principles in Action Prentice Hall 12th
Magude's American Government Prentice Hall 12th
Sociology Holt, Rinehart & Winston 11/12
Myers' Psychology for AP, Worth Publishers (11th & 12th)
Psychology with Updates on DSM-5, Worth Publishers (11th & 12th)
History of Western Vol. 2 Bedford St. Martin's AP Euro Hist.
The Enduring Vision Heath AP US Hist.
American Government Houghton Mifflin AP Gov't
Traditions & Encounters 2015 - Mc Graw Hill 6th

Math

Core Connections CPM (Integrated I) 9th-12th
Geometry Connections CPM 9th-12th
Geometry Connections (Spanish) CPM 9th-12th
Algebra 2 Connections CPM 9th-12th
Geometry Connections 2 CPM 9th-12th
Pre-Calculus with Trigonometry CPM 9th-12th
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
Business Math, 17th Ed. Cengage Learning 12th

World Languages

Descubre Vista Publishing Level 1
Descubre Vista Publishing Level 2
Descubre Vista Publishing Level 3
Discovering French Blue McDougal Littell Beginning
Discovering French Blanc McDougal Littell Intermediate
Introduccion al analisis de textos Pearson Education AP Edition
Temas Vista Publishing AP Edition

Science

Lifetime Health 2007 Holt, Rinehart & Winston 9th-12th
Exploring Earth Science Prentice Hall 9th-12th
Biology Prentice Hall 9th-12th
World of Chemistry McDougal Littell 10th-12th
Chemistry Cengage Learning 10th-12th
Conceptual Physics 2009 Prentice Hall 10th-12th
Physics-Principles and Problems Glencoe 11th-12th
Marine Biology 7th 2008 Glencoe McGraw Hill 10th-12th
Living in the Environment 2009 Cengage Learning 11th-12th
Campbell Biology 5th Ed. Benjamin/Cummings AP Biology
Addison Wesley Longman
Biology Miller Levine Foundation Prentice Hall Bio Concepts

English

Holt Literature and Language Arts Holt, Rinehart & Winston 9th

Third Course

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standard-based text and ancillary materials are available to all students in all academic disciplines. State adoptions in core academic subject are an ongoing and materials are purchased accordingly. Materials, accommodations, and modification to curriculum for specialized areas of instruction in Special Education, English Language Learners (ELL) and students with 504 plans are available and applicable as necessary. Language! and EDGE are programs available to students with reading deficiencies and assisting students in the acquisition, comprehension, and verbal skill development of the English Language. All students have equal access to standard-based curriculum, instruction, and assessments in English, math, social sciences, and science. English Language Development courses are aligned with the English Department.

Standards-based instructional materials are purchased for all students through the district textbook fund. A textbook is checked out to every student in each of their classes for the entire semester or school year. In addition, some classes have a class set of textbooks in the classroom.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials, including intervention materials, provide students with access to SBE-adopted and standards-aligned materials in core courses.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development I, II and III English classes provide primary language support through instructors, literacy coaches for core content areas. Students identified as Language English Proficient (LEP) and Redesignated/Reclassified Fluent English Proficient (RFEP) are able to access Advance Placement courses and students are assessed annually for reclassification. English Language Development (ELD) instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices. Students identified as under-performers are eligible for additional services including double period English courses; after school tutoring; use of technology; Accelerated Reader; EDGE, and Language!; Algebra Intervention, Student Study teams (SST's), Special Education services; counseling for college and career information and discussion; honors, AP programs; and a host of elective courses and options including career/vocational education and the Regional Occupation Program (ROP).

Accelerated Reader (AR)

Every 9th grade class devotes time to Accelerated Reader, an individualized independent reading program. Language! classes that are on track to complete two books of the Language program also participate in the Accelerated Reader program.

Instructional Practices

El Rancho High School teachers meet twice a week. During this time, teachers collaborate, work on implementing Common Core Standards, analyze assessment data, share best practices, and share student work to ensure consistent and common grading practices.

English Language Development (ELD)

Course Outlines and progress report tests are updated every year to be aligned with the California ELD Standards. The textbook adopted by the ELD Department is standards based Edge. This text provides students with access to a standards based curriculum.

During the 1st and 2nd semester, ELD students have 375 minutes per week of English Language Development. Teachers use Specially Designed Academic Instruction in English (SDAIE) techniques that teach students who are in mainstream English classes. English Learners receive support in the acquisition of the core curriculum at all grade levels. The following Bilingual classes are offered: U.S. History and Geometry.

Link Crew

As students move into a high school setting, the freshman orientation and year-long transition program supports and mentors students at all academic levels. During their fourth period class, Link Crew leaders make their way to freshman classes and provide tutoring. They tutor in all subjects, from Math and Science to English and History.

Advancement Via Individual Determination (AVID)

AVID is a nationally recognized program that prepares students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. El Rancho currently offers classes at each grade level 9th-12th.

Rio Hondo College Early College Academy

In the Rio Hondo Early College Academy, students will earn up to 25 transferable college units. Most of the core curriculum of an Associate of Arts Degree will be fulfilled. In addition, students will have completed the four core courses –English Composition, Critical Thinking, Oral Communications, and Mathematics required for transfer to a California State University (CSU) or University California (UC) campus. Upon completing the Early College Academy, most students will be prepared to go onto a 4-year University or transfer with Junior status within one year of graduation from high school. El Rancho currently has three cohorts at the 10th, 11th and 12th grade level.

14. Research-based educational practices to raise student achievement

For our 9th and 10th grade students, ERHS has implemented the Language! program to improve reading for struggling students. Teachers implement instructional strategies that are research-based, including schoolwide implementation of AVID strategies.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

El Rancho High School makes available to all students a variety of resources including after school tutorial that meets Monday-Thursday. The program reaches all students through a host of programs including academics, English Language Development (ELD), college prep, and Special Education. Additional resources include: District English Learners Advisory Committee (DELAC), District Advisory Council (DAC) and School Site Council (SSC). Students receive services from Student Study Team (SST) meetings, Individual Educational Program (IEP), college and career nights, sophomore counseling, migrant education, school psychologist, speech therapists, occupational therapists, physical therapists, Special Education Vocational Counselor and Cal Works-free and reduced lunch.

Student services are available from an instructional and counseling staff that are highly qualified. They are supported by an excellent classified clerical and maintenance staff and a wonderful tradition that promotes support among peers. All staff engage in professional development activities with student interest at the focal point; Associated Student Body (ASB), Regional Occupation Programs (ROP), computer labs, after school tutoring, and EDGE and Language! Community support is available through the El Rancho High School Website, TeleParent, Parent Ed. Center and teacher-created websites.

School Site Council (SSC)

The School Site Council is a group of stake holders that meet monthly to analyze school data and categorical budgets as they relate to student achievement. The SSC also develops and revises the School Plan for Student Achievement annually.

English Learner Advisory Council (ELAC)

ELAC is a group of parents of English Learners and other stakeholders that meet monthly to analyze school data and programs as they relate to student achievement. ELAC also provides input for the School Plan for Student Achievement annually.

District Advisory Council (DAC)

The chairperson of the School Site Council represents El Rancho High School on the District Advisory Council that meets monthly and serves as a liaison between the two bodies.

District EL Advisory Council (DELAC)

The chairperson of the English Language Advisory Council represents El Rancho High School on the District Advisory Council that meets monthly and serves as a liaison between the two bodies.

Parent Education Workshops

Parent education course that encourages and support parents to take a participatory role in their child's academic growth. Topics include: understanding the high school system, graduation requirements, higher education options and financial aid. Counselors are trained through the Latino Family Literacy Project to be the facilitators of parent education.

Student Services

The Student Services Office includes four grade level counselors, a special education counselor and an opportunity counselor. Students and parents receive academic support and guidance as well as referrals to outside agencies when appropriate. The Student Services Office also provides Sophomore Counseling to all 10th graders. In addition, the Vocational Counselor provides services to special education students.

College and Career Center (CCC)

The CCC includes one full time college career counselor and clerk. In addition, there is an ROP counselor that is in the CCC regularly as well as college representatives from Rlo Hondo and UCI's EAOP program. There is also an advisor from Be A Leader (funded through Generation 1st Degree) who assist students with the application and financial aid process and provides additional workshops for students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, parents, teachers and other stakeholders are part of School Site Council. SSC is an important group at ERHS; it provides input in a variety of areas. The ERUSD facilities steering committee has developed a 10 year facilities master plan with input from our school community. Many stakeholders also had input in the creation of the ERUSD LCAP.

The school will provide written notice in English and Spanish about the school's program improvement status, as well as supplementary education services.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Assessment data through standardized testing illustrates a growth in the achievement gap creating a greater disparity between students performing well and students considered under-performing. Closing the achievement gap is a priority at El Rancho High School and services for students representing the latter category are available. The use of Title 1 categorical funds has served to reduce the gap over the last few years. Funds have been used to employ additional human resources, i.e. instructional assistants and college tutors.

Title I funding will provide additional staff support in classrooms, instructional materials, and human and instructional resources and services to enhance student achievement.

The Bilingual Office has one clerk that assists with student assessment, translations, and parent communication.

College Tutors

College tutors are employed to assist in AVID, classes with a high number of English Learners and Intervention classes and assist students in the computer labs.

Computer Labs

El Rancho High School students have extensive access to technology. Three computer labs, all internet connected, are available for students before school on Mondays, Wednesdays and Fridays from 7am to 8am and, during lunch every day.

Library

The library is open from 7:30 a.m. to 3:30 p.m. every day. The librarian or a library media technician is on duty at all times to assist students. Over sixteen computers, with exclusive on-line resources, are available for research. These resources are also available to students at home with password access.

Teachers and parents are encouraged to send their students to tutoring to get additional help.

Saturday Enrichment

El Rancho High School offers Saturday School intervention and enrichment for students.

18. Fiscal support (EPC)

Fiscal support is provided through the Title I Budget and LCFF Base Budget.

Description of Barriers and Related School Goals

There are various factors that present barriers to our school goals. With a population of 80 percent receiving free or reduced lunch, demographic factors play a role in achievement of our school goals. Parent participation and involvement in the learning process is limited. The parent survey was sent to all parents and only 159 parents responded to the survey. Attendance at parent workshops and School Site Council is very small. In addition, high turnover in administration and teaching staff has limited growth in some areas.

Certificated staff feel that they need more time to collaborate with colleagues, according to the survey. Even with two collaboration days, time is limited and teaching staff would like more time to collaborate to meet our school goals.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	619	609	98.4	604	2589.6	18	38	26	18
All Grades	619	609	98.4	604		18	38	26	18

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	25	55	20	22	56	23	17	66	18	35	52	13
All Grades	25	55	20	22	56	23	17	66	18	35	52	13

Conclusions based on this data:

1. Our students need intervention in the areas of reading and writing.
2. Our students did well on the research/inquiry portion of the CAASPP - our efforts in implementing a research paper are showing.
3. According to our 2014 EAP Results, 15% of our students were College Ready and 16% were College Ready Conditional. This is compared to 18% College Ready on the CAASPP and 38% Conditional on the CAASPP.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	619	609	98.4	609	2540.8	10	15	22	54
All Grades	619	609	98.4	609		10	15	22	54

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	17	27	56	11	46	42	13	56	31
All Grades	17	27	56	11	46	42	13	56	31

Conclusions based on this data:

1. We are concerned that 54% of our students were "Standard not met." This is a concern. We need to find interventions to support our students.
2. Students struggle with Concepts and Procedures and need intervention in this area.
3. Students struggle with Problem Solving & Modeling/Data Analysis. They need intervention in this area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	3	19	24	35	44	14	18	9	11	79
10	2	3	20	25	32	41	12	15	13	16	79
11	2	3	23	37	18	29	11	17	9	14	63
12	3	5	16	26	22	35	14	23	7	11	62
Total	9	3	78	28	107	38	51	18	38	13	283

Conclusions based on this data:

1. We must continue to find ways to support our English Learners to improve their CELDT scores.
2. We need to find effective interventions to help our students to reclassify.
3. ELs need additional support and knowledge of the process for reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	2	19	23	35	42	15	18	13	15	84
10	2	2	22	26	32	38	12	14	16	19	84
11	2	3	23	36	18	28	11	17	10	16	64
12	3	5	17	27	22	35	14	22	7	11	63
Total	9	3	81	27	107	36	52	18	46	16	295

Conclusions based on this data:

1. We need to find interventions to assist our students who are scoring at the beginning and early intermediate level to achieve and grow.
2. It is important to provide interventions while students are in 9th and 10th grade to help them to achieve and reclassify.
3. We have a large population of ELs at the 11th grade level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	343	285	283
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	343	285	283
Number Met	149	132	124
Percent Met	43.4%	46.3%	43.8%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	40	313	33	261	41	247
Number Met	4	109	4	93	7	75
Percent Met	10.0%	34.8%	12.1%	35.6%	17.1%	30.4%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. We must find more effective interventions and supports for our Long Term English Learners.
2. Our population is decreasing and our percent that met target has declined, as well.
3. We are not meeting the percent proficient target.

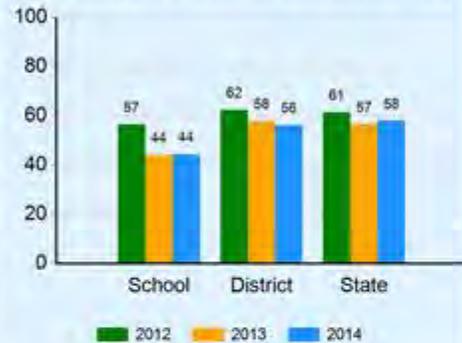


**Local Control Funding Formula (LCFF)
State Priorities Snapshot
2014–15 Reporting
El Rancho High
Enrollment (2843)**

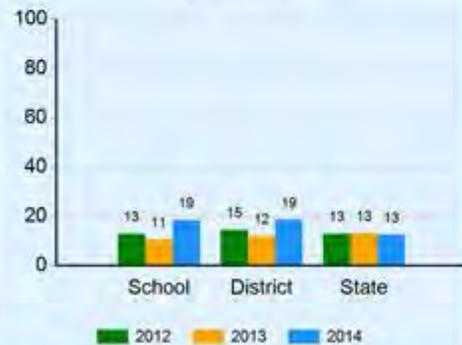
Address: 6501 South Passons Blvd., Pico Rivera, CA 90660
Grades Offered: 9-12
County District-School Code: 19-64527-1932706

Student Achievement

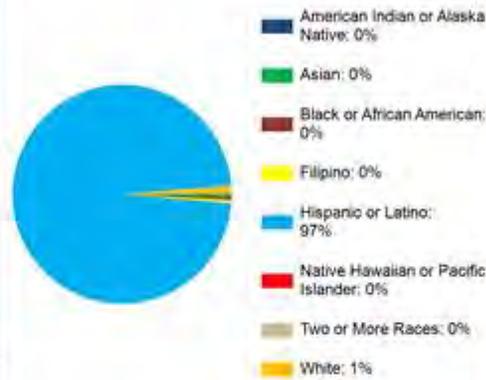
Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency



Percent of EL Students Who Were Reclassified



2013–14 Enrollment by Race/Ethnicity

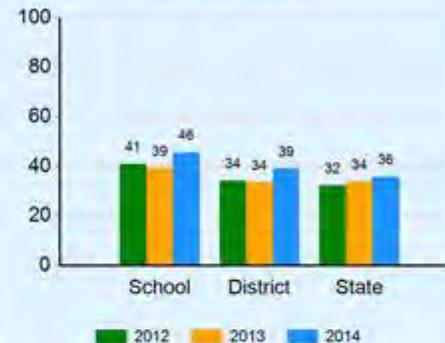


2013–14 Enrollment by Program Eligibility

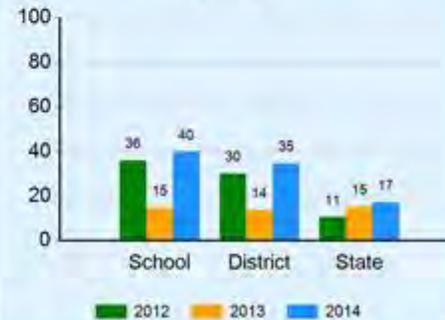
English Learner (EL)	308 (11%)
Foster Youth (FY)	33 (1%)
Socioeconomically Disadvantaged (SED)	2,244 (79%)
Students With Disabilities (SWD)	330 (12%)

Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway



Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School-wide Rigorous Instructional Strategies
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
Improve student literacy skills, with an emphasis on under-performing students: Improve CAASPP College Ready and College Ready Conditional by 5% each year in ELA. Increase AP enrollment by 5% Overall D/F rate will decrease by 10% English Learners reclassification rate will increase by 2%.
Data Used to Form this Goal:
Local, quarterly benchmark assessment data CAASPP Data CST/CMA 10th grade Life Science Data CELDT data
Findings from the Analysis of this Data:
We must implement Common Core Standards in all subject areas. We must provide more interventions and supports for our English Language Learners. We must increase the number of students who score College Ready and College Ready Conditional on the CAASPP.
How the School will Evaluate the Progress of this Goal:
The following means will be utilized to evaluate progress towards meeting the goal: <ol style="list-style-type: none">1. Results from the California English Language Development Test (CELDT) test during the 2015-16 school year2. D/F rate data3. EADMS benchmark results4. Results from the CAASPP exam5. Advanced Placement (AP) enrollment and exam scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create interventions for Long Term English Learner students	2015-16 school year	AP of Curriculum EL Resource Teacher EL Program Contact Teacher		None Specified	None Specified	
Professional Development Series - created and implemented by our own teachers that focuses on literacy	2015-16 school year	AP of Curriculum Principal Curriculum Resource Teacher	Professional Development			
Implement cross-curricular reading strategies to support Common Core	2015-16 school year	Collaborative Team Leaders Instructional Managers Site Administration District Administration	Strategies implementation	None Specified	None Specified	
All departments will implement Curriculum Maps that apply the Common Core Standards, Math, ELA, Science and Literacy Standards	2015-16 school year	Instructional managers Administration Collaborative Team Leaders	Curriculum planning, implementation and instruction			
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
Improve student mathematics skills, especially for underperforming students: Overall D/F rate will decrease by 10% RFEP D/F rate in Math will decrease by 5% Improve CAASPP College Ready and College Ready Conditional by 5% each year in Math
Data Used to Form this Goal:
CAASPP Data for Math D/F data for Math
Findings from the Analysis of this Data:
1. We must address underperforming students in Math. 2. We need to establish strong mathematical foundations. 3. We must increase critical thinking and analytical skills in Math.
How the School will Evaluate the Progress of this Goal:
CAASPP data - increase in college readiness D/F data for Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrated 1A make up class (credit recovery) after school during the 2nd semester for 9th graders	Spring 2016	Assistant Principal of Curriculum Instructional Manager - Math	Additional hours for teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a peer tutoring program to support instructional program (Integrated 1)	2015-16 school year	Assistant Principal of Curriculum Instructional Manager - Math WASC Co-Chair	Release time to visit other sites and develop program	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
Implement AVID tutorials: <ul style="list-style-type: none"> Train math teachers in AVID Tutorial Modify tutorial template 	Fall 2015	AVID Teachers AVID Coordinator Collaborative Team Leaders Instructional Manager – Math Math Teachers	AVID Materials AVID Training Time for collaboration & planning	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I	3,600.00 1,350.00
Develop and implement a summer intervention for Integrated 1 students	Spring 2016	Assistant Principal of Curriculum Instructional Manager - Math WASC Co-Chair	Release time to develop curriculum	1000-1999: Certificated Personnel Salaries None Specified	LCFF - Base None Specified	1,000.00
Additional common planning time for the Integrated 1 collaborative team to meet and create assessments, lessons and share best practices.	Spring 2016	Principal Assistant Principal of Curriculum Integrated 1 Collaborative Team	Extra duty, extra pay to collaborate	1000-1999: Certificated Personnel Salaries	Title I	4500
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Literacy Skills
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
Improve student literacy skills, with an emphasis on under-performing students. Improve CAASPP College Ready and College Ready Conditional by 5% each year in ELA and Math Overall D/F rate will decrease by 10% English Learners reclassification rate will increase by 2%. Increase AP enrollment by 5%
Data Used to Form this Goal:
Results of the following assessments: AP CAASPP D/F data Results from teacher survey Results from student survey
Findings from the Analysis of this Data:
We must explore the four essential questions of a Professional Learning Community: 1. What do we want students to learn? 2. How will we know that they have learned the material? 3. What will we do when they did not learn? 4. What will we do when they have already learned it?
How the School will Evaluate the Progress of this Goal:
Classroom visits and walkthroughs, reviewing of minutes of collaborative team and department meetings, teacher survey/feedback, student survey curriculum maps, evaluation of D/F data and standardized tests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborative team leaders, administrators, instructional managers and WASC chairpersons will: Attend the PLC training (Solution Tree) Learn how to effectively implement a PLC Meet to plan for meetings Read literature on how to effectively implement a PLC Learn how to effectively plan and implement formative assessments to inform and drive instruction.	2015-16 School Year	Principal AP of Curriculum Dean Teachers	Travel Expenses	5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
			Subs	1000-1999: Certificated Personnel Salaries	Title I	3,750.00
			Conference	5000-5999: Services And Other Operating Expenditures	Title I	1,600
Train English 9 teachers in Critical Reading 1 and Critical Reading 2	2015-16 School Year	AP of Curriculum AVID Coordinator	LACOE Training	5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
			Subs	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
Common Assessment professional development for teachers	2015-16 School Year	Principal AP of Curriculum Dean Teachers	Solution Tree Training Conference	5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
			Subs	1000-1999: Certificated Personnel Salaries	Title I	3,750.00
			Travel expenses	5000-5999: Services And Other Operating Expenditures	Title I	3,160.00
Collaborative Team Leaders will lead their course-alike teams throughout the 2015-16 school year	2015-16 School Year	Principal AP of Curriculum Instructional Managers	Extra-duty/extra-pay assignment for all Collaborative Team Leaders.	1000-1999: Certificated Personnel Salaries	Title I	12,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Base	12,000.00
Professional Development Dr. Cruz for ERHS Leadership Team	2015-16 School Year	Administrators Extended Leadership	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	15,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Subs	1000-1999: Certificated Personnel Salaries	Title I	18,000.00
Release time for collaborative teams to develop common assessments.	2015-16 School Year	AP of Curriculum CT Leaders	Subs	1000-1999: Certificated Personnel Salaries	Title I	1500
Counselors will review student transcripts to ensure correct placement towards college readiness and a-g readiness.	Summer 2015	Principal AP of Curriculum Counselor	Extra-duty/extra-pay assignment for all counselors.	1000-1999: Certificated Personnel Salaries	Title I	11,600
Additional common planning time for the English 9 collaborative team to meet and create assessments, lessons and share best practices.	Spring 2016	Principal AP of Curriculum Counselor	Extra-duty/extra-pay assignment for English 9 collaborative team.	1000-1999: Certificated Personnel Salaries	Title I	3,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety and 21st Century Skills
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
Improve student technology skills and other 21st Century skills in relation to academics and the workplace: Improve CAASPP College Ready and College Ready Conditional by 5% each year in both ELA and math. Increased enrollment in Career Pathways by 5% each year. Increased awareness of Career Pathways (Student Survey) Increased course offerings in Career Pathways Develop a "Positive" and "Restorative" Discipline Framework
Data Used to Form this Goal:
Survey Data Attendance data from professional development. Quarter and semester grades National Clearinghouse data
Findings from the Analysis of this Data:
We must establish a school commitment to technological growth with teachers and students. We must establish a "Positive" and "Restorative" Discipline Framework at El Rancho High School. EAP and SAT data reveal that our students are not ready for college. Our students are improving in the area of A-G completion rates and understand the A-G requirements.
How the School will Evaluate the Progress of this Goal:
Student, parent and teacher surveys. Student work incorporating these skills. Attendance at professional development workshops. Usage of parent and student portal Projects/student work discussed in subgroup/department meeting on agenda.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assess Hardware/internet access and programs	Fall 2015 - 2016	District Tech Committee Technology Consultants Tech Services Technician AP of Curriculum Principal Tech Resource Teacher District Office Personnel Asst. Sup. of Business	Technology Resources	None Specified		
Address current teacher technology needs - professional development and access to equipment	2015-16 school year	District Office Personnel Tech Services Technician AP of Curriculum Principal Tech Resource Teacher	Professional Development Equipment	4000-4999: Books And Supplies	Title I	7,135
Create opportunities for college prep students to visit colleges	2015-16 school year	AP of Student Services AP of Curriculum CC Counselor	Transportation - bus	5000-5999: Services And Other Operating Expenditures	Title I	1500.00
			Subs for chaperones	1000-1999: Certificated Personnel Salaries	Title I	500.00
Purchase additional technology to support student learning in the classroom	2015-16 school year	Principal AP of Curriculum Tech Resource Teacher	Technology	4000-4999: Books And Supplies	Title I	
Implement Positive Behaviors Interventions and Support	Begin in Fall 2015	AP of Student Services & PBIS	Attend LACOE Trainings		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		team	Subs to attend trainings		District Funded	
Implement an on campus suspension system	2015-16 school year	AP of Student Services Deans Mental Health Counselor Clerical Support Staff				
Memorialize Career Pathways and provide marketing to our community	Spring 2015	Principal AP of Curriculum AP of Student Services		None Specified None Specified	None Specified None Specified	
Implement interventions to support students	2015-16 school year	AP of Student Services Teachers Mental Health Counselors	Attend Solution Tree Workshop Subs to attend training	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	1300 600

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Partnership with Parents and the Community
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
We will build and sustain a working partnership with parents and the community: Increased participation in ELAC, School Site Council (SSC) and other parent groups on campus by 25%. Increase participation in the parent survey by 25%. Increase use of the Parent Portal by 15%. Increase participation by parents at Back to School Night 10%.
Data Used to Form this Goal:
Parent Survey Student Survey Teacher Survey Attendance at events that involve parents
Findings from the Analysis of this Data:
1. We need to increase parent participation on campus. 2. We need to increase opportunities for parent education at ERHS. 3. We need to improve communication with parents at ERHS. 4. We must memorialize our positive accomplishments at ERHS. 5. We must improve our relationship and communication with our middle school communities
How the School will Evaluate the Progress of this Goal:
Number of parents on campus throughout the school year Number of parent meetings Parent Survey Teacher Survey Student Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Institute for Quality Education (PIQUE)	Fall 2015 & Spring 2016	Principal Counselors	Funds for additional hours for counselors	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1042
				1000-1999: Certificated Personnel Salaries	Title I	458
Latino Family Literacy Project (Parent education classes on Wednesday evenings)	Fall 2015 & Spring 2016	Principal Counselors	Trainings	5000-5999: Services And Other Operating Expenditures	Title I	600.00
			Funds for additional hours for counselors	1000-1999: Certificated Personnel Salaries	Title I	4,973.00
			Fund for additional hours for counselors	1000-1999: Certificated Personnel Salaries	Title I	4,000.00
Parent Field Trip to colleges and universities	2015-16 school year	Principal Parent SWAT	Bus for Parents	5000-5999: Services And Other Operating Expenditures	Title I	2000
			Lunch for Parents	5000-5999: Services And Other Operating Expenditures	LCFF - Base	300
Admin visits middle schools quarterly to share information about our school	2014-15 school year	AP of Curriculum All administrators				
Regular Parent Emails - email parents regularly to keep them updated with what is going on at ERHS	2015-16 school year	Principal				
Parent Education classes	Spring 2016	Principal Counselors	Trainings	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	5,000

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Differentiated Learning Options Beyond the Core Program
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
El Rancho High School will increase the number of differentiated learning options for students above and beyond the core program by 5%:
Data Used to Form this Goal:
<ol style="list-style-type: none">1. D & F Rates2. CAASPP/EAP Data3. A-G Rate4. AP data5. Student Survey Data
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. We must explore options to provide additional supports for the "College Prep" student.2. We must expand our AP offerings.3. We must explore ways to expand the use of AVID strategies school-wide.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Lower D & F rates2. Improved college readiness on CAASPP/EAP3. Improved A-G completion rate4. More students taking AP classes and exams

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All AVID elective teachers will attend the AVID summer institute	June/July 2016	Principal AP of Curriculum AVID Coordinator	AVID Summer Institute Registration	5000-5999: Services And Other Operating Expenditures	Title I	4,014.00
			Parking	5000-5999: Services And Other Operating Expenditures	Title I	700.00
			Meals	5000-5999: Services And Other Operating Expenditures	Title I	750.00
			Pay	1000-1999: Certificated Personnel Salaries	Title I	6,900
Lunch N Learn (optional lunchtime professional development) for teachers Lead by ERHS teachers to share AVID strategies	2015-16 school year	AP of Curriculum AVID Coordinator AVID Site Team Teachers				
Ongoing training for AVID site teachers and site team members	2015-16 school year	Principal AP of Curriculum AVID Resource Teacher	National AVID Conference Registration	5000-5999: Services And Other Operating Expenditures	Title I	900.00
			Subs	1000-1999: Certificated Personnel Salaries	Title I	600.00
			Lodging	5000-5999: Services And Other Operating Expenditures	Title I	450
Counselors will provide grade-level focused evenings for parents and students.	2015-16	Principal AP of Curriculum AP of Student Services Counselors	Extra-duty/extra-pay assignment for counselors	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,500.00
ERHS will provide sophomore counseling (one evening and one Saturday) for all 10th grade students and parents	Fall 2015	Principal AP of Curriculum AP of Guidance Counselors	Extra-duty/extra-pay assignment for counselors	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the El Rancho High School School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	11
X	2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	10
X	3. Professional Development (PD):	6, 11, 21, 24, 27, 34
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	6, 11, 21, 24, 27, 34
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	21, 24, 34
X	Meets the requirement for professional development activities under section 1119	27
X	Is provided in a manner that affords increased opportunity for participating in that professional development	6,11
X	4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	6, 11, 27
X	5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	20, 23, 26, 28, 31, 33
X	6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	12
X	7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	10, 11
X	8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	11, 31, 32

X	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	21, 24
X	10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	5, 6, 22



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the El Rancho High School School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components	SPSA Reference Page(s)	
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	5
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	12, 29, 31, 33, 36, 39, 41, 46
X	3. Instruction by highly qualified teachers	8
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	8, 30
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	8, 30
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	13, 39
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	n/a
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	8, 33
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	12, 14
X	10. Coordination and integration of federal, state, and local services and programs	12, 14

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	147,190	0.00
Title I Part A: Parent Involvement	6,042	0.00
LCFF - Base	587,178	558,878.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	28,300.00
Title I	147,190.00
Title I Part A: Parent Involvement	6,042.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	112,173.00
4000-4999: Books And Supplies	10,735.00
5000-5999: Services And Other Operating Expenditures	58,624.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	28,000.00
5000-5999: Services And Other Operating	LCFF - Base	300.00
1000-1999: Certificated Personnel Salaries	Title I	78,131.00
4000-4999: Books And Supplies	Title I	10,735.00
5000-5999: Services And Other Operating	Title I	58,324.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	6,042.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	15,450.00
Goal 3	112,360.00
Goal 4	11,035.00
Goal 5	18,373.00
Goal 6	24,314.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Josie Cambero				X	
Robert Gallegos				X	
Mark Gutierrez				X	
Ruth Villaneda				X	
April Farris		X			
Judi Gollette		X			
April Leal		X			
Stephanie Senteno-Tapia		X			
Mary Helen Welch-Ebert		X			
Jessica Kwek	X				
Betty Martinez			X		
Jazmin Chavez-Diaz			X		
Rene Gallegos					X
Ashley Herrera					X
Sarah Navarro					X
Natalie Woo					X
Numbers of members of each category:	1	5	2	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

El Rancho High School Extended Leadership Team (Instructional Managers, WASC Focus Group Leaders, Resource Teachers, Collaborative Team Leaders & Administrators)

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/5/15.

Attested:

Dr. Jessica Kwek

Typed Name of School Principal

Signature of School Principal

Date

Mrs. Josie Cambero

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

El Rancho High School School Parental Involvement Policy

El Rancho High School will:

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.

Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely manner.

Hold an annual meeting to inform parents of the school's participation in the Title 1 program (if the school receives Title 1 funds), and to explain the Title 1 requirements, and the right of parents to be involved in the Title 1 program. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in the Title 1 program (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about the Title 1 program that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide coordination, technical assistance, and other support necessary for effective parental involvement at schools to improve student achievement and school performance.

Provide information to each parent related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Provide a School-Parent Compact specifically stating how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describe how the school and parents will develop a partnership to help children reach proficiency on the California content standards

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, El Rancho high School will:

Recommend to the Local Education agency (LEA), the names of parents of participating children of Title 1 programs who are interested in serving on the State's Committee of Practitioners and Support Teams.

Work with LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title 1, Part A.

Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title 1 programs is provided to parents of students and to appropriate private school officials or representatives.

**El Rancho Unified School District
El Rancho High School
School/Parent/Student Compact**

Student Achievement is a responsibility which is shared by parents, teachers and students. It is reflected in the following mission statement of El Rancho High School:

El logro educativo es la responsabilidad compartida entre padres, maestros y estudiantes. Esto se refleja en la siguiente declaración de la misión de el Rancho High School:

The staff at El Rancho High School is committed to promoting an environment in which students will acquire the abilities and skills to fulfill their role in a global society and be lifelong learners. This commitment will be achieved through a student-centered, teacher guided curriculum that recognizes diversity and incorporates positive parental involvement.

El personal profesional de El Rancho High School se compromete en mantener un ambiente donde los estudiantes adquirirán las habilidades y aptitudes para cumplir la función de la sociedad global y ser estudiantes que aprenderán durante toda su vida. Este compromiso será realizado a través del conecibido en función de los estudiantes y maestros que reconocerán la diversidad e incorporarán la diversidad e incorporarán la participación positiva de los padres.

In order to achieve this, parents, teachers, and students need to work together. By completing a written compact, or agreement, which outlines each person's responsibility, the first step has been taken toward achievement of this mission. Please take the time to read and sign the following important information.

Para que se haga realidad esta misión, padres, maestros y estudiantes necesitan trabajar juntos. Al completar un compacto escrito o acuerdo, donde se describe la responsabilidad de cada persona, el primer paso se ha tomado para llegar a esta misión. Por favor de leer y firmar esta información importante.

Parent Resonsibilities

As a parent I will share the responsibility and accountability of my child's success and progression in his/her academic achievement. Specifically, I will:

- See that my child is at school every day, on time, and is prepared for all classes.
- Stay informed about my child's education and communicate with the school by promptly reading all notices and school policies from the school or the school district either received by my child, by mail, email, Parent Portal, or by Teleparent and respond, as appropriate.
- Help my child manage his/her time by monitoring social media, cell phones, electronic devices and television.
- Establish a time and place for my child to do homework and review homework regularly.
- Assist my child in achieving the required academic standard necessary for graduation and college readiness.
- Respect myself, the school, staff, students and their families.

- Make myself available, to the extent possible, to participate in teacher, student, and/or parent activities because my attendance or input is needed and appreciated.
- Participate in shared decision making with school staff and other families for the benefits of my child.

Student Responsibilities

I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- Arrive each day rested and on time, prepared for learning with all the required tools and materials for the assignments given.
- Show respect for myself, my school, my peers, my teachers, and all others in general by following the Guidelines and Procedures as outlined in the Parent-Student Handbook.
- Dress appropriately in accordance with the ERHS Dress Code Policy.
- Work to the best of my ability focusing on my subject areas, participating in class discussions, and behaving appropriately.
- Solve my problems in a non-violent/non-confrontational manner and seek adult help when necessary.
- Complete all requirements for specific subjects in order to earn graduation and be college competitive.

School Responsibilities

El Rancho High School will:

- Provide parents with four reports on their student's progress
- Provide and encourage parents opportunities to volunteer and participate in their student's education (Parent Institute, fundraisers, parent workshops, etc...).
- Provide school information through the school web site, telephone, Parent Portal, email, Edulink, Teleparent and the school marquee.
- Provide high-quality curriculum and instruction in a supportive and effective safe learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold a true and consistent belief in the fact that every child can learn.
- Provide parents access to staff. Specifically, staff will be available for consultation with parents as follows: before school, during their planning period, scheduled conferences, through email, or phone during their normal scheduled hours.
- Provide a positive atmosphere for learning and alternative modes of instruction.
- Provide teachers with the necessary tools to keep grades updated at least once a week via Parent Portal.
- Respect and validate cultural and linguistic diversity.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

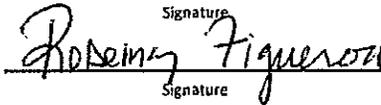
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):
 El Rancho High School Extended Leadership Team (Instructional Managers, WASC Focus Group Leaders, Resource Teachers, Collaborative Team Leaders & Administrators)

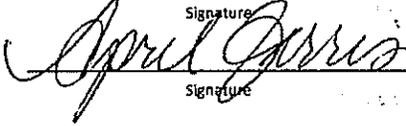
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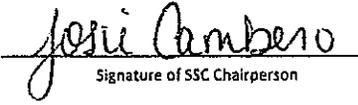
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4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/5/15.

Attested:

Dr. Jessica Kwek _____  _____ 11/30/15
 Typed Name of School Principal Signature of School Principal Date

Mrs. Josie Cambero _____  _____ 11/30/15
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date