

The Single Plan for Student Achievement

School: El Rancho High School
CDS Code: 19 64527 1932706
District: El Rancho Unified School District
Principal: Hector Vasquez
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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 ensuring high levels of success for all through:

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 one of two 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 2,494, 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 226 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 18 Advanced Placement courses in the following subjects:

Art History

Biology
Chemistry
Calculus AB
Calculus BC
Statistics
English Language
English Literature
French Language
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 five honors courses in the following subjects:

9th Grade English
10th Grade English
Integrated Math II Honors
Integrated Math III 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), Rio Hondo Early College Academy 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 Tri-Cities 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 100 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 21 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 110 teachers, eight counselors, seven 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 Socratic Seminar, Think-Pair-Share, Gallery Walk, Cornell

Notes, Marking the Text. The school has also adopted Project Based Learning as a school wide goal for implementation.

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 uses EADMS as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. The staff has identified Essential Standards for all Collaborative Teams. Staff is currently working through department meetings and collaborative team meetings to develop common summative assessments and formative 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. We have begun experimenting with RTI at the Integrated Math 1 level.

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 reclassification 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
A History of Western Vol. 2 Bedford St. Martin’s
Nystrom World Atlas 2014 Herff Jones/Nystrom
Human Anatomy & Physiology Pearson AP 9th Edition
Gardner’s Art through the Ages: Cengage Learning AP
A Global History, 15th Edition
A Multicultural Reader, Perfection Learning ML
Collection Two
The Absolutely True Diary of Little, Brown ML
A Part-Time Indian Young Readers
The Piano Lesson Penguin/Plum ML
A Global Perspective on the Past 6th Edition (Bundle with Connect, Onboard & Scoreboard)
Law 101: Everything You Need Oxford University Press
To know about American Law (4th Edition)

Math

Pre-Calculus with Trigonometry CPM 9th-12th
Core Connections Integrated I CPM 9th-12th
Core Connections Integrated II CPM
Core Connections Integrated III CPM
Trigonometry-2004 Thomson-Brookscole 11th-12th
Statistics through Application W.H. Freeman 11th-12th
The practice of Statistics, 2nd Ed. W.H. Freeman 11th-12th

Single Variable Calculus: Thomson-Brookscole 10th-12th
Concepts and Contexts
Stats Your World Pearson Education 11th-12th
SV Calculus: Concepts & Contexts Houghton Mifflin AP Cal
Business Math, 17th Ed. Cengage Learning 12th

World Languages

Descubre Vista Publishing 1
Descubre Vista Publishing 2
Descubre Vista Publishing 3
Imagina Vista Publishing 3rd edition
Temas Vista Publishing AP Edition
Preparing for Lang. & Culture
AP French Pearson AP Edition
Preparing for the Lang. & Culture
AP Spanish Pearson AP Edition
Preparing for the Lang. & Culture
Themes 1 Student Edition Pearson AP Edition
Themes Teacher Resource Box Pearson
Variedades I Pearson
Variedades II Pearson

Science

Lifetime Health 2007 Holt, Rinehart & Winston
Exploring Earth Science 2006 Prentice Hall
Biology 2006 Prentice Hall
World of Chemistry 2007 McDougal Littell
Campbell Biology 8th Ed. Benjamin/Cummings
Biology Miller Levine Foundation Prentice Hall
Prentice Hall Conceptual Prentice Hall
Marine Biology 7th 2008 Glencoe McGrawHill
Physics Principles 2009 Prentice Hall
Living in the Environment 2009 Cengage Learning
Principles Connection and Solutions
Campbell Biology (9th Edition) Benjamin Cumming
Chemistry (9th Edition) Zumdahl
AP Chemistry Lab Manual The College Board
Mastering Chemistry: The Central Pearson 13th Edition

English

Holt Literature and Language Arts Holt, Rinehart & Winston 9th
Third Course
Holt Literature and Language Arts Holt, Rinehart & Winston 10th
Fourth Course
Holt Literature and Language Arts Holt, Rinehart & Winston 11th
Fifth Course
Holt Literature and Language Arts Holt, Rinehart & Winston 12th
Sixth Course
Language! The Comprehensive Sopris West Educational Lit Intervention
Literacy Curriculum 3rd Ed. Services
ELD
ELD 1 Edge- Cambridge University 9-12
Fundamentals
ELD 2 Edge- Cambridge University 9-12
Fundamentals
ELD 3 Edge- National Geographic 9-12
Level A School Publishing
ELD 4 Edge- National Geographic 9-12

Level B School Publishing
ELD 5 Edge- National Geographic 9-12
Level C School Publishing

Curriculum Alignment Tools:

El Rancho High School utilizes curriculum maps and pacing guides aimed at achieving a better alignment of curriculum, instruction, assessment and standards across all grade levels and subject areas. In addition, the school has implemented EADMS, a web-based student assessment platform. EADMS allows departments to create common assessments and analyze the results in various forms.

Late start on Mondays and Fridays provide teachers the time to analyze assessment results and adjust curriculum pacing guides where necessary. Teacher reports generated by this program allow for curriculum maps to be reevaluated and adjusted as necessary.

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, III, IV and V, as well, as ELITE, Accelerated Literacy 1 and 2 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!; Integrated Math 1 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: World History, Chemistry, Integrated Math 1 and 2.

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 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-Friday. 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 six academic 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 Rio 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.

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, English Language Advisory Council and School Site Council is small but has experienced significant growth in the last two years. 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		1			0			0			0	
Grade 11	619	577	615	609	562	596	604	559	595	98.4	97.4	96.9
All Grades	619	578	615	609	562	596	604	559	595	98.4	97.2	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*			*			*	
Grade 11	2589.6	2612.5	2604.7	18	22	24.71	38	45	37.48	26	22	24.87	18	10	12.94
All Grades	N/A	N/A	N/A	18	22	24.71	38	45	37.48	26	22	24.87	18	10	12.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	25	25	30.42	55	59	51.93	20	17	17.65
All Grades	25	25	30.42	55	59	51.93	20	17	17.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	22	34	32.32	56	53	51.18	23	12	16.50
All Grades	22	34	32.32	56	53	51.18	23	12	16.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	17	19	22.52	66	69	67.06	18	12	10.42
All Grades	17	19	22.52	66	69	67.06	18	12	10.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	35	38	34.45	52	53	52.44	13	9	13.11
All Grades	35	38	34.45	52	53	52.44	13	9	13.11

Conclusions based on this data:

1. We experience a drop in the number of students scoring % Above Standard in the areas of Writing, 2%, and Research, 4%.
2. There was an increase of 5% in students scoring % Above Standard in Reading which could be attributed to the use of ERWC modules and AVID reading strategies.
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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		1			0			0			0	
Grade 11	619	576	612	609	559	593	609	558	593	98.4	97	96.9
All Grades	619	577	612	609	559	593	609	558	593	98.4	96.9	96.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*			*			*	
Grade 11	2540.8	2575.3	2575.8	10	12	14.00	15	20	19.73	22	29	28.33	54	39	37.94
All Grades	N/A	N/A	N/A	10	12	14.00	15	20	19.73	22	29	28.33	54	39	37.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	17	23	22.93	27	30	29.85	56	47	47.22
All Grades	17	23	22.93	27	30	29.85	56	47	47.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	11	14	15.51	46	55	46.88	42	31	37.61
All Grades	11	14	15.51	46	55	46.88	42	31	37.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	13	14	17.37	56	63	53.79	31	23	28.84
All Grades	13	14	17.37	56	63	53.79	31	23	28.84

Conclusions based on this data:

1. We exceed the county average of students who score at the Exceeded Level 4 by 2%.
2. We have decreased the number of students who score Near Standard, 8% in Procedures and Modeling and increased the number scoring Above Standard for two categories, Problem Solving and Communicating Reasoning; however, the percentage of students scoring Below Standard has significantly increased in Problem Solving and Communicating Reasoning.
3. We have experienced growth over the last two years but our growth this year was only 2%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	3	1		24	38	28	44	47	41	18	7	19	11	6	12
10	3	2	3	25	25	41	41	42	36	15	16	9	16	16	11
11	3	2	8	37	32	27	29	29	35	17	17	10	14	20	20
12	5	12	7	26	17	20	35	36	34	23	19	14	11	17	25
Total	3	3	4	28	30	30	38	39	37	18	14	13	13	14	16

Conclusions based on this data:

1. We will support our English Learners to improve their performance on assessments through the Rising Dons program.
2. Overall, we had growth in the number of students scoring Advanced and Early Advanced, from 33% to 42%.
3. ELs need additional support and knowledge of the process for reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	2	2		23	36		42	43		18	8		15	11	
10	2	1		26	23		38	39		14	16		19	20	
11	3	3		36	31		28	27		17	16		16	23	
12	5	11		27	16		35	34		22	20		11	18	
Total	3	4		27	28		36	37		18	14		16	17	

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.

LCFF State Priorities Snapshot

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 student performance 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:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
Data Used to Form this Goal:
Local, assessment data CAASPP Data CST/CMA 10th grade Life Science Data CELDT data
Findings from the Analysis of this Data:
We must continue to use research-based strategies to support 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 CAASPP exam2. D/F rate data3. EADMS benchmark results4. Scores from the new ELPAC assessment in Spring of 20185. Advanced Placement (AP) enrollment and exam scores6. SAT and ACT Reading and Writing scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expanded support classes for Long Term English Learner students	2017-18 school year	AP of Curriculum EL Resource Teacher EL Program Contact Teachers	Extra-duty, extra pay for teachers to provide incoming 9th graders with a reclassification workshop over the summer	1000-1999: Certificated Personnel Salaries	Title I	2500
Professional Development Series - created and implemented by our own teachers that focuses on literacy	2017-18 school year	AP of Curriculum Principal PD Site Team	Professional Development	1000-1999: Certificated Personnel Salaries	Title I	3300
ELA Tutoring from College Tutors, as well as to provide tutoring before and after school and during lunch time.	2017-18 school year	AP of Curriculum Principal AVID Coordinator	College Tutor Salaries College Tutor Salaries	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF - Base	10,300 20600
All departments will implement Essential Standards that apply the Common Core Standards, Math, ELA, Science and Literacy Standards	2017-18 school year	Instructional Managers Administration Collaborative Team Leaders	Curriculum planning, implementation and instruction	None Specified	None Specified	
ELA make up class (credit recovery) after school during the 2nd semester for 9th graders	Spring 2018	AP of Curriculum Instructional Manager of English	Additional hours for teacher to teach class after school	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
Rising Dons Program to support English Learner reclassification and academic and social growth through academic and reclassification parent and student workshops.	2017-18 year	Principal AP Curriculum ELD Team	Subs	1000-1999: Certificated Personnel Salaries	Title I	1,500.00

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 student performance 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:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
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 2018	Assistant Principal of Curriculum Instructional Manager - Math Teacher	Additional hours for teacher	1000-1999: Certificated Personnel Salaries	Title I	3,100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CAASPP Boot Camp Coordination and Implementation	2017-18 year	Assistant Principal of Curriculum Instructional Manager - Math WASC Co-Chair Teachers	Sub Coverage	1000-1999: Certificated Personnel Salaries	Title I	5500.00
Integrated Math 1 Intervention, provide support for all Integrated Math 1 teacher who will co-teach, re-teach and assess students.	2017-18 year	Assistant Principal of Curriculum Instructional Manager - Math Teachers	Teacher release periods	None Specified		
Math Tutors, three math tutors will be used to support the Integrated Math 1 Intervention program, as well as to provide tutoring before and after school and during lunch time.	2017-18 year	Assistant Principal of Curriculum Instructional Manager - Math District	Tutor salary	2000-2999: Classified Personnel Salaries	District Funded	30390
Implement and teach Introduction to Data Science, an a-g approved, third year science course.	2017-18 year	Assistant Principal of Curriculum Instructional Manager - Math District	Sub coverage	1000-1999: Certificated Personnel Salaries	Title I	586
Teacher Professional Development through attendance at the California Math Conference	2017-18 year	Assistant Principal of Curriculum Instructional Manager - Math Math Teachers	Registration	5000-5999: Services And Other Operating Expenditures	Title I	1100
			Lodging	5000-5999: Services And Other Operating Expenditures	Title I	600
			Subs	1000-1999: Certificated Personnel Salaries	Title I	600

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 student performance 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:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
Data Used to Form this Goal:
Results of the following assessments: AP CAASPP a-g Completion Rate 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
District will pay for all Advanced Placement Exams for students who are enrolled in an AP class.	2017 -18 Year	Principal AP of Curriculum College Counselor District	AP Exam Cost	5000-5999: Services And Other Operating Expenditures	District Funded	95,000.00
Professional Development for implementation of Next Generation Science Standards (NGSS)	2017-18 Year	AP of Curriculum Instructional Manager for Science Science Teachers	Contract w/ UCLA Center X	5000-5999: Services And Other Operating Expenditures	LCFF - Base	18,240.00
			Sub,Release Time	1000-1999: Certificated Personnel Salaries	Title I	4575
District will pay for the PSAT 8/9 and the PSAT 10 NMSQT Exams for 9-11th grade students.	2017-18 Year	Principal AP of Curriculum College Counselor District	Contract w/ College Board	5000-5999: Services And Other Operating Expenditures	District Funded	25,000
Collaborative Team Leaders will lead their course-alike teams throughout the 2017-18 school year	2017-18 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	12,906.00
				1000-1999: Certificated Personnel Salaries	LCFF - Base	12,500.00
Counseling Services: Additional hours to service students by conducting 10th grade counseling sessions and grade specific evening meeting	2017-18 School Year	Principal AP of Student Services AP of Curriculum	Extra-duty/extra-pay assignment for all counselors.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,700
Counselor and administration attendance at UC and CSU Counselor Conference	2017-18 School Year	Principal AP of Student Services AP of Curriculum	Registration	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1400
Counselors will review student transcripts to ensure correct placement towards college readiness and a-g readiness.	Summer 2018	Principal AP of Curriculum Counselor	Extra-duty/extra-pay assignment for all counselors.	1000-1999: Certificated Personnel Salaries	Title I	10,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Extra-duty/extra-pay assignment for all counselors.	1000-1999: Certificated Personnel Salaries	LCFF - Base	10,500
Counseling Services: Additional hours to service students by conducting 10th grade counseling sessions and grade specific evening meeting	Spring 2018	Principal AP of Student Services AP of Curriculum	Extra Duty/extra pay assignment for counselors	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,900.00
Training and Planning for Advanced Placement teachers	Summer 2017	AP Teachers	Conference Registration for AP Summer Institute	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1475.00
			Extra Duty/extra pay for collaborative time and attendance of summer institute	1000-1999: Certificated Personnel Salaries	LCFF - Base	800.00
Summer Master Schedule Planning: AP of Curriculum will receive time to adjust and balance the master schedule	Summer 2018	Principal AP of Curriculum	Extra Duty/extra pay for AP of Curriculum	1000-1999: Certificated Personnel Salaries	Title I	3674
AVID program: Implement and evaluate AVID program including Senior Seminary class, training for staff, certification of program	2017-18 School Year	AVID Teachers AVID Coordinator Collaborative Team Leaders Instructional Manager – Math Math Teachers	Materials	4000-4999: Books And Supplies	Title I	11150.00
				5000-5999: Services And Other Operating Expenditures	Title I	1350.00
College Application guidance	2017-18 Year	AP of Student Services Counselors Data Clerk	Parchment Site License	4000-4999: Books And Supplies None Specified	LCFF - Base None Specified	9,500.00
Create opportunities for students to visit colleges	2017-18 Year	AP of Activities CCC Counselor	Bus	5000-5999: Services And Other Operating Expenditures	Title I	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for History Teachers to implement new State Framework and coaching for new History teachers.	2017-18 Year	AP Curriculum Social Science Instructional Manager	Contract with UCLA Center X	5000-5999: Services And Other Operating Expenditures	LCFF - Base	14,620.00
			Sub, Release Time	1000-1999: Certificated Personnel Salaries	Title I	1200
Departmental Goals and Objectives	2017-18 Year	Principal AP Curriculum Instructional Managers	Science Supplies	4000-4999: Books And Supplies	LCFF - Base	13000.00
			World Language Supplies	4000-4999: Books And Supplies	LCFF - Base	2000.00
			Math Supplies	4000-4999: Books And Supplies	LCFF - Base	2000.00
			PE Supplies	4000-4999: Books And Supplies	LCFF - Base	3200.00
			SPED Supplies	4000-4999: Books And Supplies	LCFF - Base	3200.00
			English Supplies	4000-4999: Books And Supplies	LCFF - Base	2000.00
			Social Science Supplies	4000-4999: Books And Supplies	LCFF - Base	2000.00
Certificated advisor for college outreach programs, such as College Blueprint and Whittier College	2017-18 Year	AP of Student Services Counselors	Extra-duty, extra pay	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5780

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 student performance 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:
El Rancho High School will invest resources to ensure a safe and productive 21st century learning environment for all students.
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. CAASPP 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
Increase technology in the classroom	Fall 2017	District Office Personnel	Computers	4000-4999: Books And Supplies	LCFF - Base	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Tech Services Technician AP of Curriculum Principal Tech Resource Teacher				
Increase number of chrome carts for student use	Fall 2017	District Office Personnel Tech Services Technician AP of Curriculum Principal	Chrome Books	4000-4999: Books And Supplies	Title I	8000
Support systems for ELA Classes	2017-18 Year	AP of Curriculum ELA Teachers	Turnitin.com for 20 months	4000-4999: Books And Supplies	LCFF - Base	14575.00
Additional Support for Student Computer Labs	2017-18 Year	Principal Noon-time Supervisor	Classified Salary	2000-2999: Classified Personnel Salaries	LCFF - Base	6,500.00
Teacher professional development int the area of technology, CUE Conference	March 2018	AP of Curriculum Teacher	CUE Registration	5000-5999: Services And Other Operating Expenditures	Title I	900
				5000-5999: Services And Other Operating Expenditures	Title I	1500
				1000-1999: Certificated Personnel Salaries	Title I	600
Continued Implementation of PBIS program, creation and implementation of Schoolwide Positive intervention lessons	2017-18 year	Principal PBIS Site Team District	PBIS Program	1000-1999: Certificated Personnel Salaries	District Funded	5000
Continue the implementation of the	2017-18 year	Principal	Don Dollars	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Once a Don, Always a Don program which celebrates and recognizes students who model the PBIS motto of Ready, Responsible and Ready to Learn		PBIS Site Team District	Once a Don Rallies			
Implementation of Positive Intervention Center	2017-18 year	Principal PBIS Site Team District	PBIS Program PIC Teacher	None Specified	None Specified	

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 student performance 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:
El Rancho High School will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
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
WASC Focus Group Meetings and Parent Classes	2017-18 year	Principal WASC Coordinators WASC Focus Group Chairs	Meetings and parent classes to support the Focus on Learning process, extra duty pay	1000-1999: Certificated Personnel Salaries	LCFF - Base	2100
Mental Health Counselor to support students	Fall 2017	AP of Curriculum Teachers	Mental Health Counselor salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	50,000.00
Parent Liaison	2017-18 year	Principal	Salary for Clerk	2000-2999: Classified Personnel Salaries	Title I	16,915.00
				2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	6,085

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 student performance 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:
ERHS will provide differentiated learning options for students above and beyond the core program.
Data Used to Form this Goal:
<ol style="list-style-type: none"> 1. D & F Rates 2. CAASPP/EAP Data 3. A-G Rate 4. AP data 5. 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 rates 2. Improved college readiness on CAASPP/EAP 3. Improved A-G completion rate 4. 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
Visual and Performing Arts Enhancements	2017-18 Year	Principal VAPA Instructional Manager	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Base	74,725.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Lead the Way Fieldtrips	2017-18 school year	AP of Curriculum PLTW Site Team Teachers	Subs	1000-1999: Certificated Personnel Salaries	Title I	600
			Trasnportation	5000-5999: Services And Other Operating Expenditures	Title I	1000
Maintenance of Teen Court program	2017-18 Year	AP of Activities	Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,500.00
ERHS will provide transitional support for incoming 9th grade students	2017-18 year	Principal AP of Curriculum AP of Activities Link Crew Lead Teacher	Extra-duty/extra-pay assignment for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	7,500.00
Support for Academic Decathlon	2017-18 year	Principal AP of Curriculum AP of Activities	Materials	4000-4999: Books And Supplies	LCFF - Base	1,500.00
Support for Pepster Program	2017-18 Year	Principal AP Activities	Stipend	2000-2999: Classified Personnel Salaries	LCFF - Base	2,000.00
Math, Engineering, and Science Association membership	2017-18 Year	Principal MESA Advisor	Membership	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5000
Transportation for Extra Curricular program	2017-18 Year	Principal AP Activities & Athletics	Buses	5000-5999: Services And Other Operating Expenditures	LCFF - Base	45,000.00
Athletic Program Goals and Objectives	2016-17 Year	Principal AP Athletics	Supplies	4000-4999: Books And Supplies	LCFF - Base	20000
Maintenance and Operations	2017-18 Year	Principal Assistant Principals	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Base	120,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer Activities Director	2017-18 Year	Principal Athletic Director	Extra-duty pay	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1152
Senior Picnic	2017-18 Year	Principal AP of Activities ASB Advisor	Activities, games and check out procedures	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6500
Graduation Ceremony	2017-18 Year	Principal Assistant Principals	Commencement Ceremony	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,500
Senior Awards Night	2017-18 Year	Principal Assistant Principals	Scholarships and Awards distributed	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2300
Freshman Success Academy to support incoming freshmen who have demonstrated ability but lack motivation.	2017-18 Year	AP of Curriculum FSA Teachers Counselor	Fieldtrip transportation	5000-5999: Services And Other Operating Expenditures	Title I	300
			Subs	1000-1999: Certificated Personnel Salaries	Title I	300
			Materials	5000-5999: Services And Other Operating Expenditures	Title I	100
Project Based Learning, support teachers with implementation	2017-18 Year	Principal AP of Curriculum Instructional Managers Collaborative Team Leaders	Materials	5000-5999: Services And Other Operating Expenditures	Title I	4575
Attend conferences to support a positive school culture and extra-curricular involvement	2017-18 Year	Administration ASB Advisor Coaches	registration and membership	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1000
			Travel and Accommodations	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1044



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	10, 11, 23, 25
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, 11
X	3. Professional Development (PD):	10, 11, 23, 25, 27, 28
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 -	10, 11, 23, 25, 27, 28
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	10, 11, 23, 25, 27, 28
X	Meets the requirement for professional development activities under section 1119	10, 11, 23
X	Is provided in a manner that affords increased opportunity for participating in that professional development	10, 11, 23
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.	10, 11, 23, 25, 27, 28
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.	22, 24, 26, 30, 32, 34
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, 32, 33

X	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	34, 35, 36
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 	10, 11, 23, 25, 27, 28
X	3. Instruction by highly qualified teachers	7
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	7, 30
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	7, 23
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	12, 33
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	7, 23
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.	10, 11
X	10. Coordination and integration of federal, state, and local services and programs	10, 11

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	179463	65,732.00
Title I Part A: Parent Involvement	6190	105.00
LCFF - Base	582208	55,897.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	155,390.00
LCFF - Base	526,311.00
Title I	113,731.00
Title I Part A: Parent Involvement	6,085.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	149,941.00
2000-2999: Classified Personnel Salaries	92,790.00
4000-4999: Books And Supplies	311,850.00
5000-5999: Services And Other Operating Expenditures	246,936.00

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	District Funded	5,000.00
2000-2999: Classified Personnel Salaries	District Funded	30,390.00
5000-5999: Services And Other Operating	District Funded	120,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	90,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	29,100.00
4000-4999: Books And Supplies	LCFF - Base	292,700.00
5000-5999: Services And Other Operating	LCFF - Base	114,011.00
1000-1999: Certificated Personnel Salaries	Title I	54,441.00
2000-2999: Classified Personnel Salaries	Title I	27,215.00
4000-4999: Books And Supplies	Title I	19,150.00
5000-5999: Services And Other Operating	Title I	12,925.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	6,085.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,200.00
Goal 2	41,876.00
Goal 3	273,670.00
Goal 4	62,075.00
Goal 5	75,100.00
Goal 6	307,596.00

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
Hortencia Campos				X	
Robert Gallegos				X	
Carmen Chavez				X	
Ana Nava				X	
April Farris		X			
Jason Jenkins		X			
Denise Venegas					
Stephanie Senteno-Tapia		X			
Mary Helen Welch-Ebert		X			
Hector Vasquez	X				
Beatriz Martinez			X		
Jazmin Chavez-Diaz			X		
Serena Perez					X
Alexis Gallegos					X
Melissa Santana					X
Deanna Roldan					X
Olga Montana-Briseno					X
				X	
Numbers of members of each category:	1	4	2	5	5

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 October 12, 2017.

Attested:

Hector Vasquez

Typed Name of School Principal

Signature of School Principal

Date

Mrs. Olga Montano-Briseno

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.

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	_____ <i>Ana Nava.</i> 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)	_____ <i>J.M. Serrano Jr.</i> 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 October 12, 2017.

Attested:

Hector Vasquez	<i>Hector Vasquez</i>	10/12/17
Typed Name of School Principal	Signature of School Principal	Date
Mrs. Olga Montano-Briseno	<i>Olga Montano-Briseno</i>	10/12/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**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.