

El Rancho Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information	
School Name	El Rancho Charter School
Street	181 S. Del Giorgio Road
City, State, Zip	Anaheim
Phone Number	714-997-6238
Principal	Michele Walker
Email Address	mwalker@orangeusd.org
School Website	elranchocharter.org
Grade Span	7-8
County-District-School (CDS) Code	30666216094874

2024-25 District Contact Information	
District Name	
Phone Number	(714) 997-6238
Superintendent	Ernie Gonzalez
Email Address	ernest.gonzalez@orangeusd.org
District Website	http://www.elranchocharter.org

2024-25 School Description and Mission Statement
Welcome to a new school year! As we embark on this exciting adventure together, I would like to introduce our school's theme: "Something for Everyone." This theme reflects our commitment to creating an inclusive and engaging environment where every student can discover their passions, develop their talents, and thrive both academically and personally. We recognize that every student is unique, with different interests, strengths, and dreams for the future. That's why we've worked diligently to offer a diverse range of academic and elective courses designed to meet the varied interests and needs of

2024-25 School Description and Mission Statement

our student body. Whether you're drawn to the arts, technology, or physical activities, there's truly something for everyone at El Rancho.

In addition to our wide array of electives, we are also proud to offer comprehensive support programs like Homework Club, Math Academy, and Tutorial. These programs are designed to provide extra help where it's needed, ensuring that every student has the resources to succeed. Homework Club offers a structured environment where students can complete assignments with guidance, while Math Academy focuses on reinforcing math skills and concepts in a supportive setting, and our Tutorial sessions provide targeted assistance across various subjects. These supports are just one more way we are committed to helping our students reach their full potential.

As we begin the 2024-2025 school year, I encourage you to think about what excites you, what challenges you, and what you're passionate about. Our goal is to ensure that each and every one of you finds a place where you can grow, learn, and be your best self. We are dedicated to making sure our students feel seen, valued, and supported throughout their educational experience. It is our hope to inspire a lifelong love of learning while equipping you with the skills needed to succeed in an ever-evolving world.

Let's make this year one of exploration, discovery, and achievement. I can't wait to see all the amazing things you will accomplish!

Sincerely,

Michele Walker
Executive Director

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	542
Grade 8	579
Total Enrollment	1,121

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.3
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	21.8
Black or African American	2.7
Filipino	4
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.2
White	38
English Learners	2
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	29.2
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.30	81.81	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.20	12.45	28.50	2.65	12115.80	4.41
Unknown/Incomplete/NA	2.40	5.71	74.80	6.94	18854.30	6.86
Total Teaching Positions	42.00	100.00	1078.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.70	92.87	967.70	91.55	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.46	9.30	0.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.23	20.60	1.95	11953.10	4.28
Unknown/Incomplete/NA	1.40	3.44	55.70	5.27	15831.90	5.67
Total Teaching Positions	40.60	100.00	1057.00	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	95.72	940.60	91.22	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	0.25	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.58	7.90	0.77	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.41	19.70	1.91	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.29	60.20	5.84	14303.80	5.15
Total Teaching Positions	38.80	100.00	1031.10	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.50	0.1
Local Assignment Options	4.40	0.00	0
Total Out-of-Field Teachers	5.20	0.50	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Year and month in which the data were collected

08/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections Grade 7 - HMH Adopted in 2018 California Collections Grade 8 - HMH Adopted in 2018	Yes	0
Mathematics	Math: Your Common Core Edition Course 2 Volume 1 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 2 Volume 2 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 3 Volume 1 – McGraw Hill (consumable) Adopted in 2016 Math: Your Common Core Edition Course 3 Volume 2 – McGraw Hill (consumable) Adopted in 2016 Math 7 Accelerated – McGraw Hill Adopted in 2016 Math 8 Accelerated – McGraw Hill Adopted in 2016 Integrated Math I Honors - Big Ideas	Yes	0

	Adopted in 2017 Integrated Math II Honors - Big Ideas Adopted in 2018		
Science	Discovery Education Science Tech Book (Digital) - Discovery Adopted 2017 Special Education Science, MHE- Integrated ISScience Course 2 & Course 3	Yes	0
History-Social Science	California Impact: WHG Medieval & Early Mt G7 Complete Digital & Print Impact California:G7 Student Ed. World History and Geography Medieval & Early Modern Times California Impact: USGH History Growth and Conflict G8 Complete- Digital & Print California Impact: G8 Student Addition U.S History & Geography Growth and Conflict Discovering Our Past: Medieval and Early Modern Times - Glencoe/McGraw Hill Adopted in 2006 Discovering Our Past: The American Journey to World War I - Glencoe/McGraw Hill Adopted in 2006	Yes	0
Foreign Language	Realidades (Spanish) Adopted in 2006	Yes	0
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

The facilities at El Rancho Charter School are in excellent condition and rated “exemplary” by the State of California. Since the school converted to charter twenty ago, we have invested more than sixteen million dollars in improving and updating our facilities. Many of the improvements relate to student safety and comfort. The biggest improvement was the replacement of the school’s heating and air conditioning system. Enhancements have been made to student bathrooms and several P.E. areas including the weight room. A new student lunch shelter has been added and we have completed the construction of a new state-of-the-art science building and gymnasium. Through Proposition 39 funds, in 2018 we completed a retro fit for our entire school lighting to be LED.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

8/25/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4): Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	79	78	56	56	46	47
Mathematics (grades 3-8 and 11)	64	61	42	44	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1111	1105	99.46	0.54	78.46
Female	518	514	99.23	0.77	81.32
Male	592	590	99.66	0.34	75.93
American Indian or Alaska Native	--	--	--	--	--
Asian	243	242	99.59	0.41	94.21
Black or African American	29	29	100.00	0.00	41.38
Filipino	45	45	100.00	0.00	91.11
Hispanic or Latino	284	282	99.30	0.70	65.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	87	85	97.70	2.30	77.65

White	418	417	99.76	0.24	78.90
English Learners	15	13	86.67	13.33	15.38
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	329	328	99.70	0.30	64.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	96	96.00	4.00	36.46

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1111	1106	99.55	0.45	61.45
Female	518	514	99.23	0.77	59.14
Male	592	591	99.83	0.17	63.39
American Indian or Alaska Native	--	--	--	--	--
Asian	243	243	100.00	0.00	85.95
Black or African American	29	29	100.00	0.00	24.14
Filipino	45	45	100.00	0.00	80.00
Hispanic or Latino	284	282	99.30	0.70	44.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	87	85	97.70	2.30	67.06
White	418	417	99.76	0.24	58.27
English Learners	15	14	93.33	6.67	28.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	329	329	100.00	0.00	44.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	96	96.00	4.00	19.79

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	57.33	52.13	35.90	36.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	570	569	99.82	0.18	52.20
Female	275	274	99.64	0.36	49.27
Male	294	294	100.00	0.00	54.76
American Indian or Alaska Native	--	--	--	--	--
Asian	124	124	100.00	0.00	75.00
Black or African American	11	11	100.00	0.00	18.18
Filipino	23	23	100.00	0.00	73.91
Hispanic or Latino	150	150	100.00	0.00	38.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	55.26
White	218	218	100.00	0.00	47.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	167	100.00	0.00	31.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	22.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.6	99.6	99.8	99.8	99.8

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
El Rancho feels that parent involvement is key to the success of our students. As a charter school, we encourage all families to participate in school activities each school year. We encourage parent involvement and Parents are always welcomed at El Rancho. Additionally, parents may also participate physically or virtually in our Parent – Teacher – Student Association (PTSA). This group is very active in a number of activities including fundraising, career day, international day, parent education and chaperoning of events and trips. For information about volunteering at our school, please contact the office or visit our school website. www.elranchocharter.org.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1143	1136	109	9.6
Female	531	529	49	9.3
Male	611	606	60	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	248	247	12	4.9
Black or African American	31	31	5	16.1
Filipino	45	45	5	11.1
Hispanic or Latino	299	295	50	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	71	4	5.6
White	429	427	30	7.0
English Learners	25	25	6	24.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	345	342	62	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	108	16	14.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.12	1.76	1.75	2.37	2.33	1.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75	0.00
Female	0.56	0.00
Male	2.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.81	0.00
Black or African American	12.90	0.00
Filipino	2.22	0.00
Hispanic or Latino	1.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.63	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.45	0.00

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

2024-25 School Safety Plan

El Rancho has developed a comprehensive safety plan to prevent, prepare, respond, mitigate and recover from natural disasters. We also plan, prepare and drill for various threats to our campus. Our emergency plan is updated annually according to OUSD and FEMA guidelines and the El Rancho Charter Board reviews and adopts the new plan every March.

2024-25 School Safety Plan

Student safety and quality instruction go hand in hand and are El Rancho's primary goals. To that end, one of our administrators has been certified in the FEMA Emergency Management System and is trained to be an incident commander in case of a local, state or federal emergency. El Rancho students practice quick and efficient evacuation from the buildings on campus, as well as practicing initial personal protection should an earthquake or natural disaster occur. Additionally, staff and students participate in full shelter in place and lock-down drills in the event of a violent intruder or situation affecting the campus. We prepare our students for various scenarios, such as practicing evacuation during a passing period or during nutrition.

Staff time is spent annually to develop, advise, and remind employees of their role during an emergency. Crisis response teams are mobilized during specific drills, so that in the event of a disaster, El Rancho can ensure the safety of all students, staff and faculty. Drills conducted every trimester ensure that evacuation and response is as seamless as possible. El Rancho Charter School's focus is to use the Incident Command System (ICS) to prepare students and staff for all threats that may occur on our campus.

In the Fall of 2022, all staff participated in Stop the Bleed training; a program designed to teach our staff how to pack wounds, apply a tourniquet, and how to assess the severity of an injury during an emergency or crisis. This was the third such training. Additionally, ERCS staff is re-certified in CPR on a biannual basis.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	8	5	28
Mathematics	31	4	12	21
Science	35	2	2	27
Social Science	35	2		29

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	7	3	31
Mathematics	30	7	9	22
Science	35	2	6	24
Social Science	35	2	4	26

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	9	3	29
Mathematics	31	6	9	23
Science	34	2	6	25
Social Science	34	3	3	27

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11019	2619	8400	108030
District	N/A	N/A	8619.06	\$95,933
Percent Difference - School Site and District	N/A	N/A	-2.6	11.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-24.7	13.2

Fiscal Year 2023-24 Types of Services Funded

El Rancho is able to provide our students with intervention programs on a daily basis both during the school day and after school. Within the school day, we offer support through our Skills and Success classes which teaches organization, study skills, reading comprehension skills, and supports students core classes. We also support our students core classes (English, math, science and history) by offering multiple levels of instruction. Additionally, we set aside thirty minutes twice a week for our tutorial program, which provides time during the school day for staff to re-teach concepts and for students to complete missing tests and assignments and receive homework help. Students can also attend after school Math Academy to receive help with math concepts and homework. In addition, we offer homework club where students have a quiet environment to work on their homework and ask for assistance from the supervising teacher. Additionally, we have added strength and conditioning classes within our Physical Education program to target are club and future high school athletes. Additionally, we have Orange County Sports Fundamentals (OCSF) on Camps. OCSF is a private Athletic Training Company that gives our students an opportunity to forgo their electives and train at a high level to prepare for high school sports. We also fund a competitive after school sports program for boys and girls of both grade levels. Students that make the various teams compete against other middle schools in OUSD.

Additionally, we fund a highly competitive after school robotics program where are students have an opportunity to compete at the state and national level.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,238	\$56,573
Mid-Range Teacher Salary	\$92,976	\$87,186
Highest Teacher Salary	\$123,927	\$119,665
Average Principal Salary (Elementary)	\$140,930	\$148,486
Average Principal Salary (Middle)	\$153,477	\$154,835
Average Principal Salary (High)	\$142,853	\$170,008
Superintendent Salary	\$305,461	\$338,699
Percent of Budget for Teacher Salaries	30.58	31.41
Percent of Budget for Administrative Salaries	4.81	4.86

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. We are currently utilizing Google Classroom schoolwide, and all of it's creative suites into our classes to help develop engaging lessons. Teachers are trained on our professional development days on how best to access this technology. All teachers are trained on how to access i-Ready data and SBAC data to target specific areas and meet the needs of their students. Additionally, we had a representative from Thriving University spend a day in all staff development. We also had PACBLU come out to train our staff on basic principles of threat assessment. In addition, individual departments have department specific professional development. As a staff, we collaborate multiple Thursdays month. Topics include, campus safety, student data analysis, the use of new technology and applications and mental health training. Below are the number of days set aside for the past three years for continuing education and professional development.

2023-2024- 7.0
2022-2023: 4.0
2021-2022: 4.0

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.0	6.0	6.0