Ruben Salazar Continuation High School

Reynaldo Reyes, Principal

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

9115 Balfour St.   Pico Rivera, CA 90660
Phone: (562) 801-5021   **Fax:** (562) 948-2020

GRADES 11-12
http://schs.erusd.org

Principal's Message

We envision our school as a place where students have room to grow and mature, both emotionally and intellectually. Working together, we will create a school climate that encourages learning, provides alternatives for earning high school credits, and prepares our students with a foundation on which to build the rest of their lives.

Using effective instructional strategies, our students will learn problem-solving techniques and become proficient in using technology to assess information, to strengthen basic skills, to develop a variety of communication techniques, and to acquire the competencies that will lead to post-secondary education and entry-level job skills. This will be accomplished by monitoring a small student body, small class size, a caring staff, flexible scheduling, career counseling, individualized instruction, and a strong emphasis on productivity in class.

We will do our best to provide a warm and caring atmosphere where students feel that they matter. Stop by and visit us anytime. We would be happy to show you around and let you see for yourself.

Mission Statement: We believe all students have potential, are valued individuals, and are unique in their personalities. We respect their individuality, encourage creative thinking, and strive to provide the safest, least-disruptive learning environment. Our commitment is to help our students complete the requirements for a high school diploma, acquire basic job-related skills, develop an appreciation of the importance of lifelong learning, and develop effective social skills.

We are committed to providing an enriched curriculum with high expectations for all students, which emphasizes the skills, concepts, and processes necessary for the technological and cultural challenges of the 21st century.

Ruben Salazar was awarded a six (6) year accreditation through 2015. Goals for the upcoming school year include upgrades on all classroom computers, purchase of document cameras, and Eno interactive boards for engaged instruction. Ruben Salazar is now designated as a Model Continuation High School.

Parental Involvement

We encourage parents to be knowledgeable about, and participate in, their student's educational program. Ruben Salazar values parent and community involvement. Beginning on the first day students enroll, a parent/teacher conference is required in English or Spanish. Together, we coordinate a plan of academic success. Parents are welcome to visit the school at any time, as well as at Open House and parent conferences.

Parent and community representatives are active on our School Site Council (SSC). They meet with the principal and certificated employees to determine program needs and expenditures for the school improvement plan. The English Language Advisory Committee (ELAC) meets to assure the needs of the English Learner (EL) students and their families are being addressed. This committee partners with the SSC to direct the programs at Salazar and serves as an advocate for EL students and families.

The Optimist Club is also active at Ruben Salazar, adopting students and staff, and meeting every month to assist with program needs and expenditures. Ruben Salazar High School also encourages community awareness and student involvement. Salazar partnered with Presbyterian Intercommunity Hospital in Whittier to sponsor a blood drive. Whittier/Rio Hondo Aids Project, students, staff, and community members all donated blood and plasma.

With the support of the Pico Rivera Rotary Club, Salazar has enacted an Interact club that meets on Tuesday's during lunch. The focus is for developing leadership skills and advancing international understanding and goodwill. For more information on how to become involved at the school, please contact Manuel Chacon, SSC President, at (562) 463-1641.

2011-12 SARC

El Rancho Unified School District

Norbert Genis, Superintendent

9333 Loch Lomond Drive
Pico Rivera, CA 90660
Phone: (562) 942-1500
Fax: (562) 949-2821

www.erusd.org

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
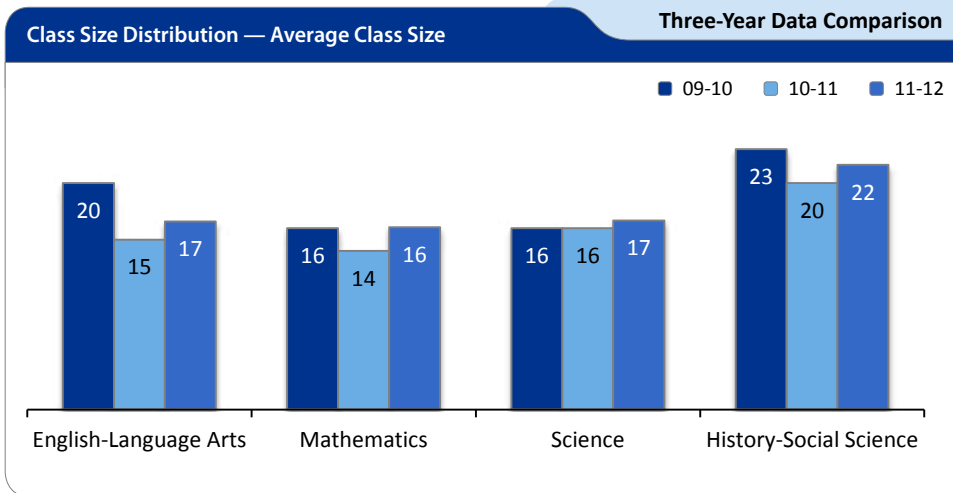
District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.
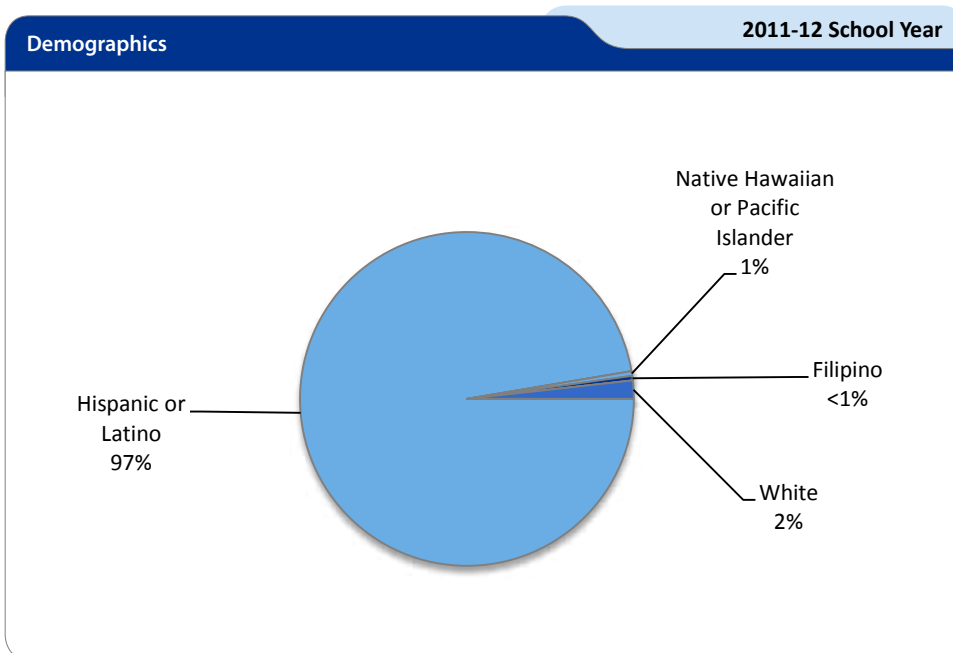
Class Size Distribution — Average Class Size — Three-Year Data Comparison

Legend: ■ 09-10 ■ 10-11 ■ 11-12

Subject	09-10	10-11	11-12
English-Language Arts	20	15	17
Mathematics	16	14	16
Science	16	16	17
History-Social Science	23	20	22

Class Size Distribution — Number of Classrooms by Size — Three-Year Data Comparison

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	7	8		20	1		15	5	
Mathematics	7	6		13			10	2	
Science	6			5	1		4	2	
History-Social Science	4	5		6	5		5	7	

Enrollment and Demographics

The total enrollment at the school was 226 students for the 2011-12 school year.*

Demographics — 2011-12 School Year

- Hispanic or Latino 97%
- Native Hawaiian or Pacific Islander 1%
- Filipino <1%
- White 2%

School Safety

Ruben Salazar High School's School Safety Plan (SSP) was most recently reviewed, updated, and discussed with school faculty in September 2012. Parents can access the SSP in each of the classrooms, or in the office.

The purpose of the Safety Plan, first and foremost, is student and staff safety. The Safety Plan addresses where students are to go in the event of an emergency, how students may be released to an appropriate adult, and which staff members will lead first aid and search and rescue teams. In the event of an emergency, the campus will be locked down until appropriate authorities have deemed it safe for students to be released to an appropriate adult.

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			2012-13 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Fair
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/24/2012
Date of the Most Recent Completion of the Inspection Form			10/24/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2012-13 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Restrooms/Fountains	Restore water to Drinking Fountains at restrooms (3) locations. (Completed in 11/12)
Safety	Keep all exits clear/ secure book shelves to wall. (Immediately Fixed)

School Facilities

Ruben Salazar High School's current campus was established in 1955 and consists of 18 classrooms, one main office, and a school cafeteria. The campus has volleyball and basketball courts. There are softball, football, and soccer fields available as well.

The condition and cleanliness of Ruben Salazar High School's campus is good. The classrooms are in good condition, and one custodian keeps the restrooms and office area clean and presentable. Custodial hours are from 8:45 a.m. to 5:45 p.m. Monday through Friday.

Continued on sidebar

School Facilities

Continued from left

School safety is maintained using the gate near the campus entrance. All guests and visitors to the campus must check in with the office staff first, and be allowed onto the campus by a staff member, allowing them access through the gate. To maintain a safe atmosphere, two school security officers have been hired to maintain safety.

Ruben Salazar has been relocated to 9115 Balfour St. (the old Mueller Elementary site). Current project under construction is the Library.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted $430,800 for the Deferred Maintenance Program. This represents .0106% of the District's general fund budget.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Ruben Salazar Cont. HS			
	09-10	**10-11**	**11-12**
Suspension Rates	0.039	0.380	0.265
Expulsion Rates	0.030	0.021	0.009
El Rancho USD			
	09-10	**10-11**	**11-12**
Suspension Rates	0.093	0.103	0.086
Expulsion Rates	0.004	0.005	0.003

Textbooks and Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Holt, Reinhart and Winston	2002
Mathematics	College Preparatory Mathematics, 2nd Edition	2001
Science	BSCS Blue Version: A Molecular Approach	2002
Science	Chemistry, Merrill Glencoe	2001
History-Social Science	Prentice Hall	2000

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	2012-13 School Year
Data Collection Date	10/2012

Career Technical Education Programs

The (VIP) Vocational Internship Program/Work Experience is available to students. VIP is a community service program at elementary schools or businesses. Students volunteer at sites local to their location or at a parent's business location. Students may learn a variety of skills such as filing, phone etiquette, mailing and other office skills. At some sites our students work with teachers to help elementary children. Credits are based on community service hours and the program is open to all students with good attendance. Supervisors are required to provide "Work Ethic" information such as, dates and hours of volunteered time and attitude of the student while there.

ROP, on campus services, have been eliminated due to budget restraints. Computer Arts classes have been added. Students learn word processing, Microsoft Office, Excel, Power Point, and Print Shop, as well as resumes and business letters. Cosmetology classes have been added through the Learn Grand for elective credits and career education.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2011-12 Participation
	Ruben Salazar Cont. HS
Number of Pupils Participating in CTE	15
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	1%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	1%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Ruben Salazar Cont. HS			El Rancho USD			California		
Subject	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
English-Language Arts	4%	4%	6%	44%	45%	50%	52%	54%	56%
Mathematics	7%	2%	5%	40%	40%	44%	48%	50%	51%
Science	❖	❖	❖	46%	50%	51%	54%	57%	60%
History-Social Science	3%	3%	8%	35%	45%	49%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels				Spring 2012 Results
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the District	50%	44%	51%	49%
All Students at the School	6%	5%	❖	8%
Male	6%	8%	❖	9%
Female	6%	0%	❖	6%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	5%	5%	❖	8%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	3%	0%	❖	7%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	**2010**	**2011**
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Ruben Salazar Cont. HS – Actual API Change		
	Ruben Salazar Cont. HS		El Rancho USD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students	53	570	7,275	771	4,664,264	788	52	-40	64
Black or African American	0	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	0	■	7	■	31,606	742	■	■	■
Asian	0	■	18	844	404,670	905	■	■	■
Filipino	1	■	25	906	124,824	869	■	■	■
Hispanic or Latino	51	568	7,113	771	2,425,230	740	■	■	■
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	1	■	68	761	1,221,860	853	■	■	■
Two or More Races	0	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	36	549	5,439	764	2,779,680	737	■	■	■
English Learners	22	551	2,829	737	1,530,297	716	■	■	■
Students with Disabilities	3	■	823	578	530,935	607	■	■	■

*   The school is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

■   Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	Ruben Salazar Cont. HS		**El Rancho USD**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	◈	◈	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program	2012-13 School Year	
	Ruben Salazar Cont. HS	**El Rancho USD**
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50.00%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◈ Information not available.

✧ Not applicable.

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages. These programs include:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential.
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies.
- Certificated and Staff Training.
- Site Administrator Training.

We dedicate three full days and approximately 18 half days towards professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, district and schoolwide action plans. Our intern teachers are supported by University Supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and Special Population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements	Graduating Class of 2012	
Group	**Ruben Salazar Cont. HS**	**El Rancho USD**
All Students	77.3%	93.3%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	74.8%	92.8%
Native Hawaiian or Pacific Islander	❖	❖
White	na	92.9%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	100.0%	100.0%
English Learners	100.0%	85.9%
Students with Disabilities	❖	94.3%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			**Dropout Rate**		
	08-09	09-10	10-11	08-09	09-10	10-11
Ruben Salazar Cont. HS	⌘	87.12%	87.72%	⌘	9.40	7.40
El Rancho USD	⌘	87.12%	87.72%	⌘	9.40	7.40
California	⌘	74.72%	76.26%	⌘	16.6	14.4

❖   Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

⌘   The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

Advanced Placement Courses

Advanced placement classes are offered through APEX Online Learning Systems.

- Math - Calculus, AB, Statistics
- Science - AP Biology, Chemistry, Physics B, Psychology
- Social Studies - Macroeconomics, US Government, US History
- World Language- French and Spanish Languages and Composition

Students may sign up for classes offered before and after school. See counselor, Ms. Draper, for details.

"We envision our school as a place where students have room to grow and mature, both emotionally and intellectually."

California High School Exit Exam Results

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison		
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
Ruben Salazar Cont. HS	❖	❖	❖	❖	❖	❖
El Rancho USD	42%	53%	46%	48%	52%	52%
California	54%	59%	56%	54%	56%	58%

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Achieving at Each Performance Levels	2011-12 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	54%	29%	17%
Mathematics	48%	39%	12%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

UC/CSU Admission	2010-11 and 2011-12 School Years
	Ruben Salazar Cont. HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12	67.10%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11	1.10%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Ruben Salazar Continuation High School.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest/.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information	Three-Year Data Comparison			
	El Rancho USD	Ruben Salazar Cont. HS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	404	11	11	11
Without Full Credential	6	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Ruben Salazar Cont. HS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Ruben Salazar Cont. HS	96.27%	3.73%
All Schools in District	95.06%	4.94%
High-Poverty Schools in District	95.06%	4.94%
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧   Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	FTE
Class Aide	1.0

Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	El Rancho USD	**Similar Sized District**
Beginning Teacher Salary	$41,656	$40,656
Mid-Range Teacher Salary	$63,140	$64,181
Highest Teacher Salary	$80,315	$82,486
Average Principal Salary (Elementary School)	$104,051	$102,165
Average Principal Salary (Middle School)	$104,387	$108,480
Average Principal Salary (High School)	$125,424	$117,845
Superintendent Salary	$200,241	$181,081
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Ruben Salazar Cont. HS	$7,076	$65,982
El Rancho USD	$4,177	$65,540
California	$5,455	$66,336
School and District — Percent Difference	+41.0%	+0.7%
School and California — Percent Difference	+22.9%	-0.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	$7,323
Expenditures Per Pupil From Restricted Sources	$247
Expenditures Per Pupil From Unrestricted Sources	$7,076
Annual Average Teacher Salary	$65,982

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/ Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Accountability Report Card

PUBLISHED BY:

SIA School Innovations & Achievement

www.sia-us.com | 800.487.9234