



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-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 Learner 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 SSC President Gilbert Martinez at (661) 375-0287.

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.

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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

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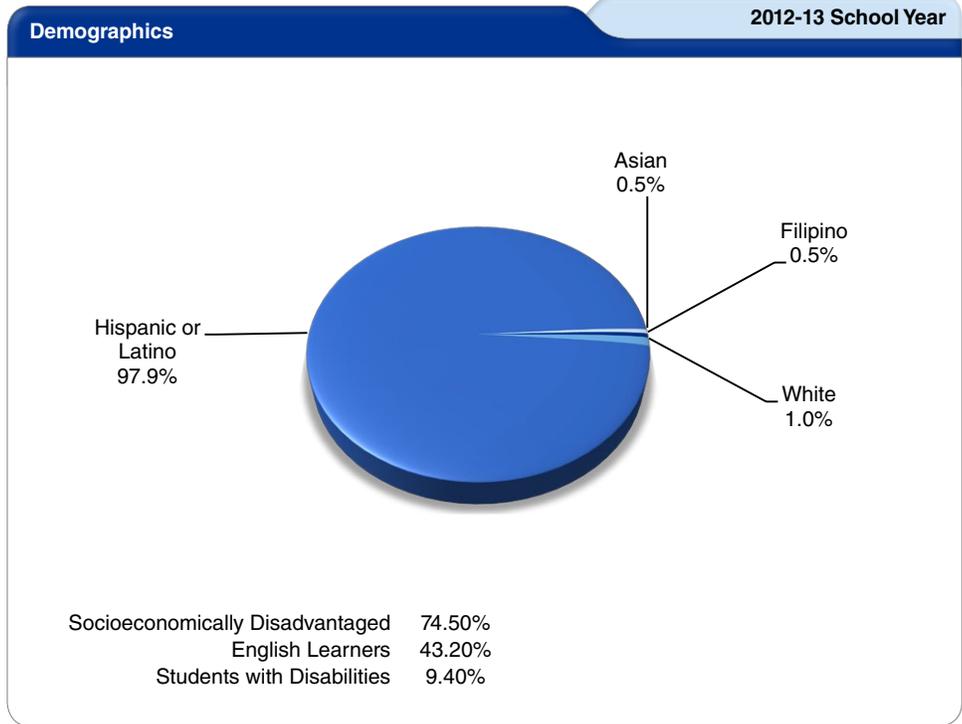
School Accountability Report Card

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.

Para español visita:
www.erUSD.org

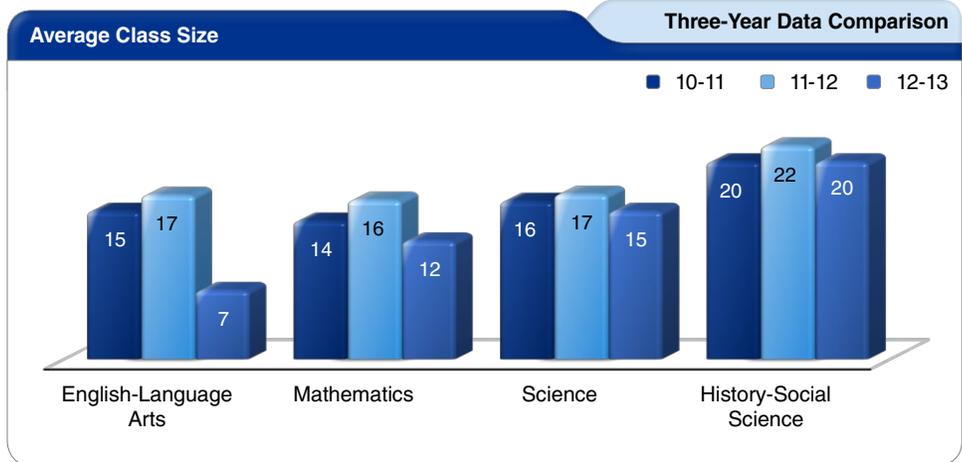
Enrollment by Student Group

The total enrollment at the school was 192 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

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.



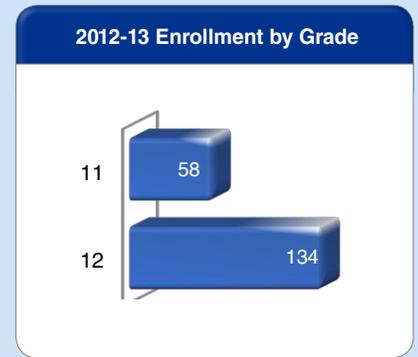
Three-Year Data Comparison

Number of Classrooms by Size

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	20	1		15	5		19	1	
Mathematics	13			10	2		11	1	
Science	5	1		4	2		6		
History-Social Science	6	5		5	7		7	4	

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Salazar Cont. HS			
	10-11	11-12	12-13
Suspension Rates	0.380	0.127	0.148
Expulsion Rates	0.021	0.006	0.003

ERUSD			
	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who 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								
	Salazar Cont. HS			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	4%	6%	9%	45%	50%	50%	54%	56%	55%
Mathematics	2%	5%	7%	40%	44%	46%	49%	50%	50%
Science	❖	❖	❖	50%	51%	53%	57%	60%	59%
History-Social Science	3%	8%	8%	45%	49%	46%	48%	49%	49%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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.

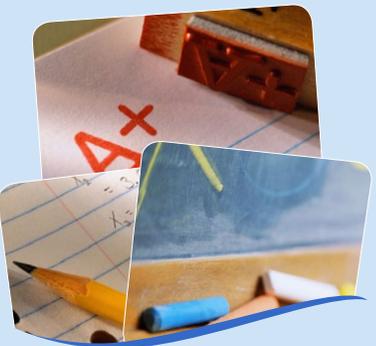
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50%	46%	53%	46%
All Students at the School	9%	7%	❖	8%
Male	13%	❖	❖	11%
Female	3%	❖	❖	3%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	9%	7%	❖	8%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	10%	9%	❖	10%
English Learners	4%	❖	❖	9%
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.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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		2013 Growth API and Three-Year Data Comparison							
Group	2013 Growth API						Salazar Cont. HS – Actual API Change		
	Salazar Cont. HS		ERUSD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	48	616	7,056	775	4,655,989	790	-40	62	37
Black or African American	0	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	9	❖	30,394	743	■	■	■
Asian	1	❖	14	880	406,527	906	■	■	■
Filipino	0	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	47	614	6,891	775	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	0	❖	67	776	1,200,127	853	■	■	■
Two or More Races	0	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	36	625	5,421	768	2,774,640	743	■	■	■
English Learners	26	619	2,655	735	1,482,316	721	■	■	■
Students with Disabilities	8	❖	849	594	527,476	615	■	■	■

* 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.

❖ 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.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Salazar Cont. HS	ERUSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	Yes	No
Mathematics	Yes	No
Met API Criteria	**	Yes
Met Graduation Rate	No	No

Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	Salazar Cont. HS	ERUSD
Program Improvement Status	Not Title I	In PI
First Year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement		8
Percent of Schools Identified for Program Improvement		66.70%

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

◇ Not applicable.

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 admission.universityofcalifornia.edu/.

California State University: Eligibility for admission to the California State University (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 Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	
Salazar Cont. HS	
2011-12 and 2012-13 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	62.80%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	0.00%

California High School Exit Exam Grade Ten 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.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
Salazar Cont. HS	❖	❖	❖	❖	❖	❖
ERUSD	54%	46%	53%	52%	52%	53%
California	59%	56%	57%	56%	58%	60%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient, and Not Proficient.

CAHSEE Grade Ten Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit cahsee.cde.ca.gov/.

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	48%	28%	24%	47%	39%	14%
All Students at the School	❖	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖	❖
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.

"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013		
Group	Salazar Cont. HS	ERUSD	California	
All Students	104	770	418,598	
Black or African American	❖	❖	28,078	
American Indian or Alaska Native	❖	❖	3,123	
Asian	❖	❖	41,700	
Filipino	❖	❖	12,745	
Hispanic or Latino	102	750	193,516	
Native Hawaiian or Pacific Islander	❖	❖	2,585	
White	❖	11	127,801	
Two or More Races	❖	❖	6,790	
Socioeconomically Disadvantaged	82	561	217,915	
English Learners	48	257	93,297	
Students with Disabilities	❖	37	31,683	

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/hsgguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
Salazar Cont. HS	87.12%	88.13%	87.72%	9.40%	7.10%	6.70%
ERUSD	87.12%	88.13%	87.72%	9.40%	7.10%	6.70%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

❖ 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.

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:

- 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 toward 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, and 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.



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, U.S. Government, U.S. 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.

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.



Availability of Textbooks and Instructional Materials

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

Textbooks and Instructional Materials List		2013-14 School Year
Subject	High School Textbooks	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

Percentage of Students Lacking Materials by Subject	
2013-14 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%

Currency of Textbook Data

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

Currency of Textbook Data		2013-14 School Year
Data Collection Date	10/2013	

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, PowerPoint, and Print Shop, as well as résumés 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		2012-13 Participation
		Salazar Cont. HS
Number of Pupils Participating in CTE	0	
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	✧	
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	✧	

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2013-14 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

School Facility Items Inspected

The table shows 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/03/2013
Date of the Most Recent Completion of the Inspection Form			10/11/2013

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.

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). The library, now located in Room 30, is being used for research with eight computers and grade-appropriate books. More computers will be added by the end of 2014.

School Safety

Ruben Salazar High School's School Safety Plan (SSP) was most recently reviewed, updated, and discussed with school faculty September 2013. 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.



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)



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	Salazar Cont. HS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	11	11	11
Without Full Credential	4	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 (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Salazar Cont. HS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Salazar Cont. HS	87.76%	12.24%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

"ERUSD is answering to the demands of the 21st Century."



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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	192:1
Support Staff	
Social/Behavioral or Career Development Counselors	FTE 2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	
Class aide	FTE 1.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

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	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	\$41,664	\$40,928
Mid-Range Teacher Salary	\$63,155	\$64,449
Highest Teacher Salary	\$80,333	\$82,826
Average Elementary School Principal Salary	\$105,326	\$102,640
Average Middle School Principal Salary	\$104,903	\$109,253
Average High School Principal Salary	\$130,776	\$118,527
Superintendent Salary	\$218,663	\$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

This 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Salazar Cont. HS	\$3,687	\$66,332
ERUSD	\$2,493	\$69,755
California	\$5,537	\$67,106
School and District — Percent Difference	+47.9%	-4.9%
School and California — Percent Difference	-33.4%	-1.2%

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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$3,687
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$3,687
Annual Average Teacher Salary	\$66,332



Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/acl/ap. 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 December 2013.

School Accountability Report Card

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