Ruben Salazar High

9115 Balfour Street • Pico Rivera, CA 90660 • (562) 801-5128 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

El Rancho Unified School District
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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 access 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.

SCHOOL VISION:
Supporting students in finding their path to success

MISSION STATEMENT:
Ruben Salazar High School (RSHS) strives to create a culture of learning and collaboration where students are recognized as individuals with specific needs. Students are empowered to learn and encouraged to take academic risks while becoming life-long learners. RSHS is also dedicated to providing students with a rigorous and relevant standards-based curriculum that fosters each student's unique talents and strengths. RSHS teachers and staff motivate students to be independent thinkers who can problem solve. In partnership with the community, RSHS is committed to supporting each student's path to becoming productive and technologically literate citizens in the global community. Ruben Salazar was awarded a six-year accreditation through 2021. Goals for the upcoming school year includes continued technology upgrades. Ruben Salazar is now in process of becoming designated as a Model Continuation High School.

SCHOOL SAFETY VISION:
Ruben Salazar High School supports a school safety vision that provides staff and students with safest and least disruptive learning environment. This vision is supported by the following key components:
1. A positive, caring relationship between staff and students
2. A secure physical environment
3. Strong leadership and academic instruction supported by consistent adherence to policies and discipline procedures
4. Recognition of student individuality through support and validation of student effort and success

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.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (562) 801-5128 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	40
Grade 12	120
Total Enrollment	160

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.4
Socioeconomically Disadvantaged	75.6
English Learners	19.4
Students with Disabilities	10
Foster Youth	2.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Ruben Salazar High	13-14	14-15	15-16
With Full Credential	11	10	9
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	347
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School

Ruben Salazar High	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	70.2	29.8
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt, Reinhart and Winston 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	College Preparatory Mathematics, 2nd Edition 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	BSCS Blue Version: A Molecular Approach 2002 Chemistry, Merrill Glencoe 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Prentice Hall 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Spanish: Descubre Lengua y cultura del mundo hispanico, 2011 Levels 1 & 2, **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Holt Lifetime Health: Friedman, D., Stine, C., & Whalen, S. (2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Seashore Program: an online open source image editor, 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	Late Nite Labs: A Highly Immersive Virtual Lab, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ruben Salazar is located at 9115 Balfour St. (the old Meller Elementary site). 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 two custodians keep the restrooms and office area clean and presentable. Custodial hours are from 7:00 a.m. to 8:00 p.m. Monday through Friday.

School safety is maintained by using the front office entrance and the gate west of the office. 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.

As today's world is expanding technologically, a significant amount of time and financial resources are needed for continued argumentation of technological resources. In addition, room 25 is slated to become the new science lab beginning Spring, 2016.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/28/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Keep Exit doors clear by 12/31/15 Remove extension cords by 12/31/15 Remove plug-in air fresheners by 12/31/15
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	7	35	44
Math	0	22	33

* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	--		--	52		42	59		56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	42
All Student at the School	--
Male	--
Hispanic or Latino	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	87	82	94.3	63	23	7	0
Male	11	87	54	62.1	67	20	7	0
Female	11	87	28	32.2	57	29	7	0
Black or African American	11	87	2	2.3	--	--	--	--
Hispanic or Latino	11	87	78	89.7	64	22	8	0
White	11	87	2	2.3	--	--	--	--
Socioeconomically Disadvantaged	11	87	59	67.8	66	22	5	0
Students with Disabilities	11	87	3	3.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	87	80	92.0	96	4	0	0
Male	11	87	53	60.9	96	4	0	0
Female	11	87	27	31.0	96	4	0	0
Black or African American	11	87	2	2.3	--	--	--	--
Hispanic or Latino	11	87	76	87.4	96	4	0	0
White	11	87	2	2.3	--	--	--	--
Socioeconomically Disadvantaged	11	87	57	65.5	95	5	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11	87	3	3.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

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

Opportunities for 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 Interact club of Ruben Salazar is a Rotary club-sponsored organization of young people whose purpose is to provide opportunity for them to work together in a world fellowship dedicated to service and international understanding.

The Rotary Club of Pico Rivera sponsors the Ruben Salazar Interact Club. The Interact club meets on Tuesdays during lunch. The Rotary Club encourages, via financial support, leadership development skills and advancing community and international understanding of goodwill. The Rotary club also encourages students to participate in many local and state scholarship competitions i.e. writing, speech, art, and music. Additionally, students are given the opportunity to participate in two leadership building conferences during the school year. Salazar partners with the Red Cross to sponsor a blood drive each year, where students, staff, and community members all donate blood and plasma. For more information on how to become involved at the school, please contact Mr. Ray Reyes, Principal at 562-801-5021.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Ruben Salazar High School's School supports a school safety vision that provides staff and students the safest and least disruptive learning environment. This vision is supported by the following key components:
• A positive, caring relationship between staff and students
• A secure physical environment
• Strong leadership and academic instruction supported by consistent adherence to policies and discipline procedures
• Recognition of student individuality through support and validation of student effort and success.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	16.05	10.00	12.93
Expulsions Rate	0.31	0.36	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	15	17	15	19	15	13	1	5	2			
Math	12	17	14	11	8	8	1	4	1			
Science	15	21	16	6	3	4		2	1			
SS	20	19	19	7	6	6	4	5	4			

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	192.1

* 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.

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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 school-wide 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.

- The primary area of focus for staff development is Math and English with an emphasis on CAHSEE success. Student's CAHSEE scores were used to determine this focus.
- Methods by which professional development is delivered are on Wednesdays early start and modified days, SIP days, and District designated days .
- Staff members who participate in the off-site professional development use their knowledge and information gained to share with colleagues in on site staff meetings as well as in-class coaching if needed.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,130	$42,315
Mid-Range Teacher Salary	$63,860	$66,451
Highest Teacher Salary	$81,231	$85,603
Average Principal Salary (ES)	$105,444	$105,079
Average Principal Salary (MS)	$104,056	$111,005
Average Principal Salary (HS)	$121,608	$121,310
Superintendent Salary	$198,996	$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,230	$18	$7,212	$69,902
District	♦	♦	$1,536	$69,720
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			369.5	3.0
Percent Difference: School Site/ State			55.9	3.3

* Cells with ♦ do not require data.

Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	47	26	27	44	36	20

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ruben Salazar High	**2012-13**	**2013-14**	**2014-15**
English-Language Arts			
Mathematics			
El Rancho Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	53	32	34
Mathematics	53	34	34
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ruben Salazar High	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	6.70	8.60	6.70
Graduation Rate	87.72	87.53	90.16
El Rancho Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	6.70	8.60	6.70
Graduation Rate	87.72	87.53	90.16
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	187
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	71.43	88.85	84.6
Black or African American		50	76
American Indian or Alaska Native		100	78.07
Asian		66.67	92.62
Filipino		100	96.49
Hispanic or Latino	71.9	88.83	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	100	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	60	59.18	61.28
English Learners	18.18	33.33	50.76
Students with Disabilities	72.28	88.98	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

*   Where there are student course enrollments.

Career Technical Education Programs

The following classes and programs offered at Ruben Salazar High School are focused specifically on technology and preparing students for college and careers.

1. Keyboarding and Computer Application This course is designed to help students become more familiar with the creative writing process. Throughout the trimester, students will be introduced to specific conventions and strategies for improvement of their writing skills. They will also have the opportunity to practice with different approaches to story telling in order to discover new ways in which their personal writing and speaking styles can be expressed. This class can easily transition to the Communications and Languages department at a community college. The Communications and Languages seek to provide students with quality instruction in basic skills, critical thinking, and language, both written and oral.
2. Digital Imaging: This course focuses on California High School Arts content Standards - Visual Arts. Not only are students meeting the requirements for visual arts but can transfer concepts learned in class to college or vocational settings. Artistic Perceptions: Students are involved in the processing, analyzing, and responding to sensory information through the use of the language and skills unique to visual arts. Creative Expression: As students are creating and participating in the arts disciplines, they apply processes and skills in composing, arranging and performing a work and use a variety of means to communicate meaning and intent in their own original works. Students gain an understanding of the historical contributions and cultural dimensions of arts discipline. They also assess and derive meaning from the work of a discipline and original works based on the elements and principles of art, aesthetic qualities and human responses. Finally, students develop competencies and creativity skills in problem solving, communication, and time management that contribute to lifelong learning. Rio Hondo offers a program in the Arts and Cultural Division for students to earn an Associate of Arts or Associate of Science degree and to prepare students for upper division study at a four-year college, university, or art institution.
3. Rio Hondo College (Administration of Justice and Vice and Narcotics Control) The Administration of Justice Department is part of the College's Public Safety Division, one of the state's largest fully comprehensive public safety training programs. The division provides educational and training programs in various state certified programs through its Regional Training Centers for Law Enforcement, Fire Technology and homeland security. The academic programs provide certificate programs, associate of science degrees and transfer degrees. The Administration of Justice program prepares students with the basic knowledge to know about the various law enforcement and correctional career fields. The academy programs also prepare students with the basic state certifications to become a P.O.S.T. certified police officer, dispatcher or laws of Arrest (PC 832). For those career professionals advanced courses are taught in a variety of subjects, some of which are perishable skills, force options, driving simulators, firearms and homeland security classes.
4. New Technology Classes (Keyboarding & Computer Application, Digital Imaging, Web Design, Vocational Exploration, and Coding) These classes are designed to help students who are interested in furthering their electronic skills at a higher academic level. These classes transition to community colleges. "Electronics Technology Program: preparing students for employment in various electronic related areas and/or for the pursuit of advanced degrees in electronics by educating them in the fundamental concepts, knowledge, and laboratory techniques and skills. The skills and knowledge gained from this program provides the basis for student and career success by delivering the resources that lead to industry-based certificates, college-based certificates of achievement, associate degrees, transfer degrees, and lifelong learning."
5. Vocational Exploration Food and Hospitality Class: Students choosing a program of study that can lead to a career in the Hospitality Industry. The curriculum covers the areas of safety and sanitation principles, small wares, culinary nutrition, recipes, cooking techniques, baking and pastry. Students are required to keep a recipe file of foods prepared in class, participate in a sanitation test, restaurant review, portfolio, food experience, and famous Chef Project.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.