

Ruben Salazar High

9115 Balfour Street • Pico Rivera, CA 90660 • (562) 801-5021 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



El Rancho Unified School District

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Director, Student Services
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Director, Alternative/Adult Education

SCHOOL DESCRIPTION:

RSHS is the continuation high school for the El Rancho Unified School District and is proud to serve the community of Pico Rivera. RSHS is fully accredited by the Western Association of Colleges and Universities (WASC) and was awarded a maximum 6 year accreditation in 2009 and again in 2015. In April 2016, RSHS was designated as a Model Continuation High School. RSHS is comprised of 11th and 12th grade students only and enrollment fluctuates between 200-220 students. El Rancho High School is RSHS' primary feeder school; however, RSHS also admits students from other high schools. The ethnic composition of the community is 97% Hispanic, 2.5% White and .5% African American. RSHS follows a traditional school calendar that provides flexible schedules, offers a full range of academic core subjects, Edge Program for English Learners, OLWEUS (anti-bullying) program, online courses through APEX Learning, work experience, community service hours, and extracurricular activities such as Student Government (ASB), Rotary Interact Club, and Yearbook.

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. 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.

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.

SCHOOL VISION: Supporting students in finding their path to success

MISSION STATEMENT:

Ruben Salazar High School 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. Ruben Salazar High School is also dedicated to providing students with a rigorous and relevant standards-based curriculum that fosters each students' unique talents and strengths. Teachers and staff at Ruben Salazar High School motivate students to be independent thinkers who can problem solve. In partnership with the community, Ruben Salazar High School is committed to supporting each student's path to becoming a productive and technologically literate citizens in the global community.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	69
Grade 12	121
Total Enrollment	190

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.5
Filipino	0
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0
Socioeconomically Disadvantaged	73.7
English Learners	14.2
Students with Disabilities	9.5
Foster Youth	3.7

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	14-15	15-16	16-17
With Full Credential	10	9	10
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Ruben Salazar High	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* "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

2015-16 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	70.8	29.2
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
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 2016-17)

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 2016	
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 11:00 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: 09/29/16

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 12/31/16 Remove extension cords by 12/31/16 Remove plug-in air fresheners by 12/31/16
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	8	17	35	40	44	48
Math	0	2	22	25	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	107	101	94.4	16.8
Male	11	73	67	91.8	22.4
Female	11	34	34	100.0	5.9
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	105	99	94.3	16.2
Socioeconomically Disadvantaged	11	85	80	94.1	15.0
English Learners	11	14	12	85.7	
Students with Disabilities	11	13	12	92.3	8.3
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	107	101	94.4	2.0
Male	11	73	67	91.8	3.0
Female	11	34	34	100.0	
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	105	99	94.3	2.1
Socioeconomically Disadvantaged	11	85	80	94.1	1.3
English Learners	11	14	12	85.7	
Students with Disabilities	11	13	12	92.3	
Students Receiving Migrant Education Services	11	--	--	--	--

**School Year 2015-16 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 Met or Exceeded
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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’s Advisory Council (ELAC) meetings are comprised of EL parents, teachers, and administrators. 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. Gabriel Gonzalez, 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 maintains a comprehensive school safety plan. The safety plan is reviewed annually and was last updated in August 2015. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. Each classroom has an emergency plan and kit. These are good for fire, earthquake and other natural disasters. The entire school participates in the yearly Earthquake Disaster Drill. All employees and students practice other emergency drills throughout the school year.

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	2013-14	2014-15	2015-16
Suspensions Rate	10.0	12.9	3.8
Expulsions Rate	0.4	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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	199

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	15	11	15	13	27	5	2	1			
Mathematics	17	14	16	8	8	9	4	1	2			
Science	21	16	21	3	4	2	2	1	4			
Social Science	19	19	21	6	6	3	5	4	7			

* 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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,509	\$43,821
Mid-Range Teacher Salary	\$65,953	\$69,131
Highest Teacher Salary	\$83,892	\$89,259
Average Principal Salary (ES)	\$104,679	\$108,566
Average Principal Salary (MS)	\$107,440	\$115,375
Average Principal Salary (HS)	\$125,784	\$125,650
Superintendent Salary	\$206,028	\$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ruben Salazar High	2011-12	2013-14	2014-15
Dropout Rate	8.60	6.70	6.70
Graduation Rate	87.53	90.16	87.81
El Rancho Unified School District	2011-12	2013-14	2014-15
Dropout Rate	8.60	6.70	6.70
Graduation Rate	87.53	90.16	87.81
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,470.67	\$159.86	\$9,310.81	\$72,323.00
District	♦	♦	\$3,311.94	\$71,564
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			181.1	1.1
Percent Difference: School Site/ State			64.0	1.1

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	180
% of pupils completing a CTE program and earning a high school diploma	90%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	66	89	86
Black or African American	0	100	78
American Indian or Alaska Native	0	100	78
Asian	0	80	93
Filipino	0	100	93
Hispanic or Latino	66	89	83
Native Hawaiian/Pacific Islander	0	0	85
White	0	67	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	50	74	66
English Learners	52	55	54
Students with Disabilities	63	90	78

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 seeks 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.

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 prepare 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. Food and Hospitality

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.

5. Vocational Exploration

For students seeking assistance in the process of vocational choice and career planning. Topics for study and discussion include theories of vocational choice, the role of self-concept in career choice and development, and the sources of occupational information. Vocational interest and personality inventories are administered and interpreted.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.