# Ruben Salazar High School

**9115 Balfour Street • Pico Rivera, CA 90660 • (562) 801-7680 • Grades 9-12**
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## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

**El Rancho Unified School District**
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### District Governing Board

Dr. Aurora R. Villon

Gabriel A. Orosco

Lorraine M. De La O

Dr. Teresa L. Merino

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### District Administration

Karling Aguilera-Fort
**Superintendent**

Mark Matthews
**Assistant Superintendent, Human Resources**

Jacqueline A. Cardenas
**Assistant Superintendent, Educational Services**

Dora Soto-Delgado
**Director, Student Services**

Reynaldo Reyes
**Director, Alternative/Adult Education**

Dean Cochran
**Director, Special Education**

Roberta Gonzalez
**Director, Early Learning Program**

## School Description

Ruben Salazar High School is the continuation high school for the El Rancho Unified School District and proudly serves 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 both 2009 and 2015. Our current term expires in 2021. In 2012 and 2016, RSHS was recognized as a Model Continuation High School. Model continuation school is the highest accolade a continuation school can receive. Salazar enrollment is comprised of approximately 180 11th and 12th grade students. El Rancho High School is RSHS' primary feeder school. The ethnic composition of the community is 97% Hispanic, 3% White. The majority of students are socio-economically disadvantaged with 72% of students receive a free or reduced lunch. RSHS follows a traditional school calendar aligned with the school district calendar. RSHS is on a trimester system which allows students the opportunity to earn credits at a faster pace than the traditional semester system. Salazar High School has 10 general education teachers,1 special education teacher (RSP) and 2 instructional aides. Administrative and support staff include one principal, one full-time counselor, 1 part-time mental health counselor and interns, a part time school psychologist, a secretary and a clerk. RSHS is committed to using technology to engage students and improve the instructional program. The school has 10 mobile carts that each hold 20-30 Chromebooks. Students also have access to a media center and computer lab making RSHS a 1:1 technology school. Ruben Salazar also has 4 Promethean Boards for instructors as teachers utilize Google Classroom as their digital learning platform.

RSHS is committed to ensuring that all students succeed and as a result provides flexible schedules and offers a wide range of academic and elective courses. The school offers online courses through APEX Online Learning. This provides students an additional method to recover credits. Students may also earn credits through work experience and community service programs. RSHS works in collaboration with Rio Hondo College and Tri-Cities ROP to offer onsite college and vocational courses during and after school. Rio Hondo representatives conduct lunchtime workshops that provide students with post-graduation information and resources. Rio Hondo also offers two courses on-campus, which students can enroll in concurrently for elective credit. RSHS has a student government class that sponsors many on-campus activities to create a sense of community. The school also participates in Character Counts, Olweus Bully Prevention and Safe Dates. RSHS works closely with the Rotary Club, Soroptimist, Woman's Club and other local organizations to offer students volunteer opportunities. RSHS also works in partnership with local business to provide additional resources to improve the instructional program. Additionally, RSHS has a Positive Behavioral Interventions and Supports (PBIS) team whose goal is to provide behavior supports to assist students to achieve social, emotional and academic success.

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 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. Ruben Salazar High School is committed to working in partnership with parents and the community to support each student's path to becoming a productive and technologically literate citizen 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level | |
|---|---|
| Grade Level | Number of Students |
| Grade 11 | 68 |
| Grade 12 | 110 |
| Total Enrollment | 178 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 97.2 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 2.8 |
| Socioeconomically Disadvantaged | 72.5 |
| English Learners | 17.4 |
| Students with Disabilities | 10.7 |
| Foster Youth | 3.9 |

## A. Conditions of Learning

**State Priority: Basic**

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

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

| Teacher Credentials | | | |
|---|---|---|---|
| Ruben Salazar High School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 10 | 9 | 10 |
| Without Full Credential | 2 | 2 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| El Rancho Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 355 |
| Without Full Credential | ♦ | ♦ | 13 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 3 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| Ruben Salazar High School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

\*   Note: "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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in english, math, social studies, science, and English language development (ELD). At Salazar High School, 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<br>Year and month in which data were collected: December 2018 | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Holt Literature and Language Arts, Holt, Rinehart and Winston 2002<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Mathematics** | Integrated Math Common Core, Pearson 2015<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Science** | Exploring Earth Science, Prentice Hall, 2006<br>Biology, Prentice Hall, 2006<br><br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **History-Social Science** | Modern World History, McDougal Littell, 2007<br>The Americans, US History, McDougal Littell, 2007<br>Economics Principles in Action, Prentice Hall, 2007<br>American Government, Prentice Hall, 2007<br><br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Foreign Language** | Spanish:  Descubre, Vista Publishing 2010<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Health** | Lifetime Health, Holt, Rinehart, & Winston, 2007<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Visual and Performing Arts** | Meet the Master Art Program, 2017<br>**The textbooks listed are from most recent adoption:**　Yes<br>**Percent of students lacking their own assigned textbook:**　0% |
| **Science Laboratory Equipment** | N/A<br>**The textbooks listed are from most recent adoption:**　N/A<br>**Percent of students lacking their own assigned textbook:**　0% |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements (Most Recent Year)

Ruben Salazar High School is located the old Meller Elementary school site which was established in 1955.  RSHS took over this site in 2009. Currently it 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. RSHS buildings and facilities are safe, clean and well-maintained. Two full-time custodians maintain the facilities day and night. The district provides two part-time School Safety Officers (SSO) who monitor students and provide additional campus supervision and security. The district also ensures that buildings and facilities are well-maintained for students through the use of the Facilities Inspection Tool (FIT). Based on this inspection, the district rates the facilities and the overall condition of the school campus. Any areas that require improvement are detailed in the report and repaired. Our current overall rating is a score of 95% (GOOD)

Our Innovation Lab in Room 25 is the one of the most current completed projects. In addition, RSHS installed 14 cameras in various locations throughout the campus. These cameras are monitored and allow for greater supervision of all areas on campus for increased security. The district also installed new energy efficient LED lights in campus-wide.  Meller SPED, ISP, Early Learning Program, Tri-Cities ROP also utilize the Salazar/Meller site.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | |
| **Safety:** Fire Safety, Hazardous Materials | Fair | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Good** | |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

| 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|
| **Subject** | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **ELA** | 12.0 | 13.0 | 40.0 | 42.0 | 48.0 | 50.0 |
| **Math** | 2.0 | 0.0 | 26.0 | 26.0 | 37.0 | 38.0 |

Note: 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.

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

| CAASPP Test Results in Science for All Students | | | | | |
|---|---|---|---|---|---|
| **Subject** | **Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)** | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 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.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 89 | 87 | 97.75 | 12.64 |
| **Male** | 56 | 55 | 98.21 | 10.91 |
| **Female** | 33 | 32 | 96.97 | 15.63 |
| **Hispanic or Latino** | 88 | 86 | 97.73 | 11.63 |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 74 | 72 | 97.30 | 13.89 |
| **English Learners** | 23 | 23 | 100.00 | 4.35 |
| **Students with Disabilities** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |

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

Note: 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.

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

| School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 89 | 87 | 97.75 | 0 |
| **Male** | 56 | 55 | 98.21 | 0 |
| **Female** | 33 | 32 | 96.97 | 0 |
| **Hispanic or Latino** | 88 | 86 | 97.73 | 0 |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 74 | 72 | 97.3 | 0 |
| **English Learners** | 23 | 23 | 100 | 0 |
| **Students with Disabilities** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |

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

Note: 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.

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

## C. Engagement

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Stakeholder involvement in the review of student achievement data is vital to Ruben Salazar's mission of creating a culture of learning and collaboration. Each year, RSHS stakeholders such as parents, school staff, students, and community members work collaboratively and create the School Plan for Student Achievement (SPSA). The SPSA is a collaborative document that guides the administration, teachers and staff in selecting instructional and professional development goals, making budgetary decisions and determining and addressing students' instructional needs. Each year, all stakeholders review and update the Ruben Salazar High School SPSA.This process involves the administration, school counselor and staff conducting formal and informal reviews of the data various times throughout the year. The administrator shares the findings with the School Site Council (SSC) and English Learner Advisory Council (ELAC) and at district administrative meetings. Parents are always encouraged to serve on district and school committees such as the School Site Council (SSC), District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) which play critical roles in assistance with the SPSA.

We also 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-student orientation is required. Together, we coordinate a plan of academic success. Parents are welcome to visit the school at any time, as well as at our Back To School Night, Parent Conferences, and Awards assemblies. There is open communication among the staff, students, and parents/guardians/caregivers that promotes mutual respect, trust, and support. The staff demonstrates its commitment to the students, parents/guardians/caregivers, and community by working as a team to provide a high-quality educational experience.

Aeries software allows for increased communication between students, parents, teachers and administration. School information and news is also communicated through school website and social media postings. RSHS has a school-wide Remind notification system for students and parents. The administration and teachers also use Remind for notifications and school updates. All school events are posted in the school's Google Calendar where parents can stay involved.

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

**School Safety Plan**
Ruben Salazar maintains a comprehensive school safety plan which recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm.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. RSHS is committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The safety plan is reviewed annually and was last updated in the Fall of 2018 by all stakeholders including our School Site Council.

Ruben Salazar High School with the support of PBIS provides a school safety vision that ensures 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. School safety is maintained by using the front office entrance and the one main gate west of the office. All guests and visitors to the campus must check-in with the office staff first. To maintain a safe atmosphere, two school security officers have been hired to maintain safety.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.8 | 4.6 | 4.7 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.4 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 2.3 | 2.4 | 2.6 |
| **Expulsions Rate** | 0.1 | 0.0 | 0.1 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **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.

| 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)** | 1.0 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 0 |
| **Social Worker** | 0 |
| **Nurse** | 0 |
| **Speech/Language/Hearing Specialist** | 0 |
| **Resource Specialist (non-teaching)** | 1.0 |
| **Other** | 3.0 |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | 180 |

\* 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) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Average Class Size** | | | **Number of Classrooms\*** | | | | | | | | |
| | | | | **1-22** | | | **23-32** | | | **33+** | | |
| **Subject** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **English** | 19.0 | 17.0 | 17.0 | 12 | 14 | 15 | 4 | 2 | | | | |
| **Mathematics** | 16.0 | 15.0 | 16.0 | 9 | 9 | 9 | 2 | 2 | 1 | | | |
| **Science** | 24.0 | 21.0 | 20.0 | 2 | 3 | 5 | 4 | 3 | 1 | | | |
| **Social Science** | 21.0 | 22.0 | 20.0 | 3 | 5 | 8 | 7 | 4 | 6 | | | |

\* 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
- Illuminate-district wide data assessment system
- Curriculum Councils
- AVID Strategies
- PBIS

We dedicate three full days and approximately 40 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 credit completion.

\* Methods by which professional development is delivered are on Wednesdays 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 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $47,977 | $47,547 |
| Mid-Range Teacher Salary | $72,725 | $74,775 |
| Highest Teacher Salary | $92,507 | $93,651 |
| Average Principal Salary (ES) | $118,711 | $116,377 |
| Average Principal Salary (MS) | $120,344 | $122,978 |
| Average Principal Salary (HS) | $129,840 | $135,565 |
| Superintendent Salary | $233,000 | $222,853 |
| Percent of District Budget | | |
| Teacher Salaries | 34.0 | 35.0 |
| Administrative Salaries | 5.0 | 6.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | $8,740.71 | $52.59 | $8,688.12 | $71,082.96 |
| District | ◆ | ◆ | $8,905.40 | $78,301 |
| State | ◆ | ◆ | $7,125 | $76,522 |
| Percent Difference: School Site/District | | | -2.5 | -9.7 |
| Percent Difference: School Site/ State | | | 19.8 | -7.4 |

\* Cells with ◆ do not require data.

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded

The following programs and services are available at Salazar HS to support and assist students:

- APEX Online Learning (credit recovery)
- After School and Saturday Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Rio Hondo classes
- ROP classes
- ERWC (Expository Reading Writing Course)
- Technology

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|---|---|---|---|
| Ruben Salazar High School | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 16.1 | 18.9 | 7.9 |
| Graduation Rate | 63.4 | 69.8 | 72.1 |
| El Rancho Unified School District | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 6.7 | 7.6 | 4.2 |
| Graduation Rate | 87.8 | 89.1 | 89.7 |
| California | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 82.3 | 83.8 | 82.7 |

| 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 |
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | 100.0 |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

\* Where there are student course enrollments.

| 2017-18 Advanced Placement Courses | | |
|---|---|---|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | 0 | ◆ |
| English | 0 | ◆ |
| Fine and Performing Arts | 0 | ◆ |
| Foreign Language | 0 | ◆ |
| Mathematics | 0 | ◆ |
| Science | 0 | ◆ |
| Social Science | 0 | ◆ |
| All courses | 0 | .0 |

| Completion of High School Graduation Requirements | | | |
|---|---|---|---|
| **Group** | **Graduating Class of 2017** | | |
| | **School** | **District** | **State** |
| **All Students** | 81.2 | 90.1 | 88.7 |
| **Black or African American** | 100.0 | 100.0 | 82.2 |
| **American Indian or Alaska Native** | 100.0 | 100.0 | 82.8 |
| **Asian** | 0.0 | 0.0 | 94.9 |
| **Filipino** | 0.0 | 100.0 | 93.5 |
| **Hispanic or Latino** | 80.9 | 90.2 | 86.5 |
| **Native Hawaiian/Pacific Islander** | 0.0 | 0.0 | 88.6 |
| **White** | 0.0 | 83.3 | 92.1 |
| **Two or More Races** | 0.0 | 0.0 | 91.2 |
| **Socioeconomically Disadvantaged** | 83.3 | 92.1 | 88.6 |
| **English Learners** | 41.7 | 51.6 | 56.7 |
| **Students with Disabilities** | 70.0 | 80.5 | 67.1 |
| **Foster Youth** | 87.5 | 78.6 | 74.1 |

## Career Technical Education Programs

The following classes and programs offered at Ruben Salazar High School are focused specifically 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, Career and Life Planning):

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 Career Exploration and Life Planning course will examine student, career and self development theories to assist with successful job search and workplace behaviors.

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

## 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.