

Ruben Salazar High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Ruben Salazar High School
Street	9115 Balfour St.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7680
Principal	David Sermeneno
Email Address	dsermeneno@erusd.org
School Website	https://schs.erusd.org/
County-District-School (CDS) Code	19-64527-1932698

2023-24 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2023-24 School Description and Mission Statement

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 2015 and 2022. Our current term expires in June 2028. We are a 4-time Model Continuation High School, most recently recognized in 2022 for the next 3 years. Model continuation school is the highest accolade a continuation school can receive. Salazar enrollment is comprised of approximately 200 11th and 12th grade students. El Rancho High School is RSHS primary feeder school. The ethnic composition of the community is 100% Hispanic. The majority of students are socio-economically disadvantaged with 79% of students receive a free or reduced lunch. We have 14% designated as English learners and 13.7% RSP. RSHS follows a traditional school calendar on a quarter system aligned with the school district calendar. 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 (3 days a week) and interns, a part time school psychologist, a secretary, a clerk, 2 custodians, and 4 safety and security officers. RSHS is committed to using technology to engage students and improve the instructional program. The school has a 1:1 ratio with regards to Chromebooks for students. Students also have access to a media center computer lab. Ruben Salazar also has Interactive Displays in each classroom for all teachers to utilize. All teachers use 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 Edgenuity Online Learning to recover additional 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. RSHS has a student government class that sponsors many on-campus activities to create a sense of community. 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.

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	50
Grade 12	128
Total Enrollment	178

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1%
Male	57.3%
Hispanic or Latino	100%
English Learners	14%
Foster Youth	1.1%
Homeless	0.6%
Socioeconomically Disadvantaged	82%
Students with Disabilities	7.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	50.45	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	49.55	11.90	3.48	12115.80	4.41
Unknown	0.00	0.00	19.00	5.52	18854.30	6.86
Total Teaching Positions	9.90	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.10	42.03	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	10.15	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.70	47.72	5.80	1.69	11953.10	4.28
Unknown	0.00	0.00	10.00	2.89	15831.90	5.67
Total Teaching Positions	9.80	100.00	346.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.90	4.70
Total Out-of-Field Teachers	4.90	4.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	20.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.4	5.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Holt, Rinehart & Winston 9th Third Course Holt Literature and Language Arts Holt, Rinehart & Winston 10th Fourth Course Holt Literature and Language Arts Holt, Rinehart & Winston 11th Fifth Course Holt Literature and Language Arts Holt, Rinehart & Winston 12th Sixth Course Language! The Comprehensive Sopris West Educational Literacy Intervention ELD 1 Edge-Fundamentals Cambridge University 9th-12th ELD 2 Edge-Fundamentals Cambridge University 9th-12th ELD 3 Edge-Level A National Geographic School Publishing Hampton Brown 9th-12th ELD 4 Edge-Level B National Geographic School Publishing 9th-12th Hampton Brown ELD 5 Edge-Level C National Geographic School Publishing 9th-12th Hampton Brown English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12th	Yes	0%
Mathematics	Core Connections Integrated 1 CPM 9th-12th Core Connections Integrated II CPM Core Connections Integrated III CPM Business Math, 17th Ed. Cengage Learning 12th	Yes	0%

Science	Lifetime Health 2007 Holt, Rinehart & Winston Exploring Earth Science 2006 Prentice Hall 9th-12th Biology 2006 Prentice Hall 9th-12th World of Chemistry 2007 McDougal Littell 10th-12th Campbell Biology 8th Ed. Benjamin/Cummings AP Biology 10th-12th Addison Wesley Longman Biology Miller Levine Foundation Prentice Hall Bio Concepts Edition 2010 Marine Biology 7th 2008 McGraw-Hill/Glencoe 10th-12th Campbell Biology (9th Edition) Benjamin Cumming AP Chemistry (9th Edition) Zumdahl Chemistry (9th Edition) Zumdahl AP Chemistry Lab Manual The College Board AP Student & Teacher Edition	Yes	0%
History-Social Science	Modern World History McDougal Littell 10th The Americans McDougal Littell 11th Economics Principles in Action Prentice Hall 12th Magruder's American Government Prentice Hall 12th Sociology Holt, Rinehart & Winston 11th and 12th Psychology with Updates on DSM-5 Worth Publishers 10th Edition By David G. Myers American Government: Institutions & Policies Cengage 16th Edition	Yes	0%
Foreign Language	Temas Vista Publishing AP Edition Themes 1 Student Edition Pearson AP Edition Themes Teacher Resource Box Pearson Realidades I Pearson Realidades II Pearson Realidades III Pearson Que Chevere Level 2 EMC School Que Chevere Level 3 EMC School Que Chevere Level 4 EMC School Que Chevere Level 5 EMC School Que Chevere Spanish Level 3EMC 2020 Edition Que Chevere Spanish Level 2 EMC 2020 Edition	Yes	0%
Health	Life Time Health 2007 Holt, Rinehart and Winston 2002	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

Ruben Salazar High School is located at 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 95.27% (GOOD).

Our Innovation Lab in Room 25 is 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 campus-wide. Meller SPED, ISP, Early Learning Program, Tri-Cities ROP also utilize the Salazar/Meller site.

Year and month of the most recent FIT report

2/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Will replace broken ceiling tiles. Will secure cabinet to wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	6	39	38	47	46
Mathematics (grades 3-8 and 11)	2	0	22	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	121	97.58	2.42	5.79
Female	47	46	97.87	2.13	8.70
Male	77	75	97.40	2.60	4.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	124	121	97.58	2.42	5.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	107	98.17	1.83	4.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	120	96.77	3.23	0.00
Female	47	46	97.87	2.13	0.00
Male	77	74	96.10	3.90	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	124	120	96.77	3.23	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	106	97.25	2.75	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.82	2.67	18.80	21.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	187	90.34	9.66	2.67
Female	85	75	88.24	11.76	1.33
Male	122	112	91.80	8.20	3.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	207	187	90.34	9.66	2.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	32	31	96.88	3.12	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	166	90.71	9.29	3.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	0.00

2022-23 Career Technical Education Programs

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

1. Computer Applications and Keyboarding:

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 the improvement of their writing skills. They will also have the opportunity to practice with different approaches to storytelling 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 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 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 art 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. 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.

4. College and Career Planning:

For students seeking assistance in the process of college and career planning. Topics for study and discussion include college 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.

5. 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 prepares 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.

6. ROP Medical Core:

In continuing our partnership with Tri-Cities ROP, we offer one course on our campus during the regular day. In the Medical Core course, students will learn important skills that will lead them to future employment, advanced education, and/ or industry certification. The student will learn medical terminology, use the College and Career ready lab to explore careers related to medicine, nursing, and health sciences. Students will learn through hands-on experiences, from Biomedical Engineering to Veterinary Medicine.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	192
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 to create and update the School Plan for Student Achievement (SPSA) and the Comprehensive School Safety Plan (CSSP). The SPSA is a collaborative document that guides the administration, teachers

2023-24 Opportunities for Parental Involvement

and staff in selecting instructional and professional development goals, making budgetary decisions and determining and addressing students' instructional needs. The CSSP is a document that includes strategies aimed at the prevention of and education about, potential incidents involving crime and violence on school campuses. 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 and CSSP.

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, Quarterly 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 which includes Parent Square and Google Classroom allows for increased communication between students, parents, teachers and administration. School information and news is also communicated through school website and social media postings. School events are posted in the school's website Calendar where parents can stay involved.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	8.3	5	14.6	3.9	3.5	4.1	9.4	7.8	8.2
Graduation Rate	80	94.2	80.2	91.2	94.4	93.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	96	77	80.2
Female	44	36	81.8
Male	52	41	78.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	95	76	80.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	22	20	90.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	95	76	80.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	285	273	204	74.7
Female	117	112	94	83.9
Male	167	160	110	68.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	284	273	204	74.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	48	45	32	71.1
Foster Youth	5	4	2	50.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	253	244	183	75.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	27	21	77.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.35	9.12	0.04	3.45	5.18	0.20	3.17	3.60
Expulsions	0.00	0.33	0.35	0.00	0.09	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.12	0.35
Female	9.4	0.85
Male	8.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.15	0.35
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.17	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.33	0

2023-24 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. Currently, our school in assistance with our district, is in the process of creating a plan to fully comply with the CDC, the State of California, the County of Los Angeles Public Health's physical distancing requirements that reduce the spread of COVID-19. Each classroom has an emergency plan and kit, as we participate in various drills throughout the year. These are good for fire, earthquake and other natural disasters. 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 updated in the March of 2023 to include Covid-19 protocols 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	22		
Mathematics	19	7	2	
Science	16	6		
Social Science	18	11	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	30		
Mathematics	17	10		
Science	16	6		
Social Science	15	12	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	37	1	0
Mathematics	23	3	6	0
Science	13	5	1	0
Social Science	20	8	5	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	178

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,661.18	\$373.18	\$5,288.00	\$97,781.00
District	N/A	N/A	\$9,547.84	\$86,561
Percent Difference - School Site and District	N/A	N/A	-57.4	17.7
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-22.0	16.2

Fiscal Year 2022-23 Types of Services Funded

The following programs and services are available at the school that supports and assists students:

- General operations- services, materials, and support to the general and special education (RSP)
- Edgenuity Online Learning (credit recovery)
- After School Tutoring / Learning Loss Mitigation Small Group Instruction
- English Learner Literacy Support Class (ELLSC)
- PREP After-School Program
- Language Arts and Mathematics Cadres (provides teachers resources to assist students)
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE) with Tri-Cities ROP
- Rio Hondo classes
- Mental Health Counselor
- ELPAC Academy

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,229	\$54,190
Mid-Range Teacher Salary	\$80,686	\$85,111
Highest Teacher Salary	\$108,130	\$104,999
Average Principal Salary (Elementary)	\$114,930	\$132,492
Average Principal Salary (Middle)	\$132,361	\$140,987
Average Principal Salary (High)	\$140,043	\$153,884
Superintendent Salary	\$223,600	\$255,503
Percent of Budget for Teacher Salaries	30.86%	32.09%
Percent of Budget for Administrative Salaries	4.45%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development is planned and implemented in a variety of settings, which include course-alike, department based, site based, and district-wide. Our school has an early release/late start schedule, where they have an opportunity to collaborate weekly. In addition, there are five student free days built into the district calendar for districtwide professional development. These days are critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12