# Ruben Salazar High School

**9115 Balfour St. • Pico Rivera, CA 90660 • (562) 801-7680 • Grades 9-12**
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## 2019-20 School Accountability Report Card
## Published During the 2020-21 School Year

**El Rancho Unified School District**
9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7310
www.erusd.org

### District Governing Board
Teresa L. Merino, Ph.D., President

Carolyn Castillo, Vice President

Esther Mejia, Clerk

Joseph Rivera, Ed.D., Member

Arlene Perez, Member

### District Administration
Frances Esparza, Ed.D.
**Superintendent**
Dora Soto-Delgado
**Director, Student Services**
Dean Cochran
**Director, Special Education**
Roberta Gonzalez
**Director, Early Learning Program**
Mark Matthews
**Interim Director, Human Resources**
Jazmin Chavez-Diaz
**Director, Secondary Education**
Gisela Castanon
**Director, Elementary Education**

## 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 June 2022. We are a 3-time Model Continuation High School, most recently recognized in 2019 for the next 3 years. Model continuation school is the highest accolade a continuation school can receive. Salazar enrollment is comprised of approximately 190 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 76% of students receive a free or reduced lunch. We have 10% designated as English learners and 12% RSP.  RSHS follows a traditional school calendar on a trimester 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 and interns, a part time school psychologist, a secretary, a clerk, 2 custodians, and 2 safety officers. 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 computer lab making RSHS a 1:1 technology school. Ruben Salazar also has 4 Promethean Boards 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 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 during and after school. Rio Hondo representatives conduct lunchtime workshops that provide students with post-graduation information and resources. RSHS has a student government class that sponsors many on-campus activities to create a sense of community. The school also participates in Safe Dates, Olweus, Mindfulness, and Conscious Classrooms. 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 11 | 60 |
| Grade 12 | 68 |
| Total Enrollment | 128 |

### 2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Hispanic or Latino | 99.2 |
| White | 0.8 |
| Socioeconomically Disadvantaged | 81.3 |
| English Learners | 12.5 |
| Students with Disabilities | 7.8 |
| Foster Youth | 3.1 |
| Homeless | 1.6 |

## 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 for Ruben Salazar High | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| With Full Credential | 10 | 11 | 11 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for El Rancho Unified | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 361 |
| Without Full Credential | ♦ | ♦ | 7 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 3 |

**Teacher Misassignments and Vacant Teacher Positions at Ruben Salazar High School**

| Indicator | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| 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 2020-21)

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
### Year and month in which data were collected: December, 2020

| 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: Realidades, Pearson ©2014 is delivered via technology platform.<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:** Yes<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 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 97.74% (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.

**School Facility Good Repair Status (Most Recent Year)**
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 12/22/2020**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:**<br>Interior Surfaces | Fair | Will replace broken ceiling tiles. Will secure cabinet to wall. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Good | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | |
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | Good | |
| **External:**<br>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.

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|------|------|------|------|------|------|
| ELA | 15 | N/A | 43 | N/A | 50 | N/A |
| Math | 0 | N/A | 29 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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**
**Grades Five, Eight, and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|------|------|------|------|------|------|
| Science | 1 | N/A | 19 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

**2019-20 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)**
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 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, 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 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.

**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 (School Year 2020-2021)**
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 will updated in the winter of 2020 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.

**Suspensions and Expulsions**
**(data collected between July through June, each full school year respectively)**

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **Suspensions** | 4.7 | 3.5 | 2.5 | 2.9 | 3.5 | 3.5 |
| **Expulsions** | 0.4 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

**Suspensions and Expulsions for School Year 2019-2020 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| **Suspensions** | 8.6 | 2.3 | 2.5 |
| **Expulsions** | 3.1 | 0.1 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title | Ratio |
|---|---|
| Academic Counselor* | 128 |

*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.

**Student Support Services Staff (School Year 2019-2020)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | .75 |

*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 | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 17 | 15 | | | 13 | 17 | | | 10 | 17 | | |
| Mathematics | 16 | 9 | 1 | | 15 | 10 | | | 13 | 10 | | |
| Science | 20 | 5 | 1 | | 13 | 6 | | | 13 | 6 | | |
| Social Science | 20 | 8 | 6 | | 16 | 13 | | | 13 | 13 | | |

*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 (Most Recent Three Years)**

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 12 | 12 |

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Due to the COVID-19 Pandemic and Distance Learning needs, El Rancho Unified School District began the 2020-2021 school year with four days of virtual professional development. The topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on technology platforms, distance learning instructional best practices, and distance learning district expectations.

Embedded in the Distance Learning instructional schedule, Friday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices during distance learning, social-emotional learning and mental health practices during distance learning, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

**FY 2018-19 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $48,725 | $49,782 |
| **Mid-Range Teacher Salary** | $73,860 | $76,851 |
| **Highest Teacher Salary** | $98,982 | $97,722 |
| **Average Principal Salary (ES)** | $122,241 | $121,304 |
| **Average Principal Salary (MS)** | $123,264 | $128,629 |
| **Average Principal Salary (HS)** | $134,264 | $141,235 |
| **Superintendent Salary** | $225,000 | $233,396 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 34.0 | 33.0 |
| **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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $13,386.64 | $125.36 | $13,261.28 | $78,709.80 |
| **District** | N/A | N/A | $9,682.40 | $81,373 |
| **State** | N/A | N/A | $7,750 | $79,209 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | 31.2 | -3.3 |
| **School Site/ State** | 52.5 | -0.6 |

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

## 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)
- APEX Online Learning (credit recovery)
- After School Tutoring and Saturday School Interventions
- English Learner Literacy Support Class (ELLSC)
- ERWC (Expository Reading Writing Course)
- Language Arts and Mathematics Cadres (provides teachers resources to assist students)
- Science, and Visual and Performing Arts Curriculum Councils
- Technology (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE) with Tri-Cities ROP
- Rio Hondo classes
- Mental Health Counselor
- ELPAC Academy

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Rate for Ruben Salazar High School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Dropout Rate** | 7.9 | 9.7 | 11.5 |
| **Graduation Rate** | 72.1 | 75.3 | 75.2 |

| Rate for El Rancho Unified School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Dropout Rate** | 4.2 | 3.9 | 4.7 |
| **Graduation Rate** | 89.7 | 92.6 | 91.4 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Dropout Rate** | 9.1 | 9.6 | 9 |
| **Graduation Rate** | 82.7 | 83 | 84.5 |

**Career Technical Education Participation**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 115 |
| **% of pupils completing a CTE program and earning a high school diploma** | |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | |

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| **2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission** | 100 |
| **2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

**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 and Construction:

In continuing our partnership with Tri-Cities ROP, we offer these two courses 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.

Construction Technology I provides instruction and training in construction and construction-related occupations, including construction, remodeling, and maintenance and repair of buildings and structures. Instructional and practical experience includes blueprint reading, basic plumbing, electrical, masonry, concrete, flooring, drywall, carpentry, insulation, exterior design, and roofing. Course instruction also includes the safe use of hand and power tools, installation of plumbing and electrical fixtures, the use of squaring and leveling tools, and safety and job-readiness training for entrance into the construction and construction-related occupations.

**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.