

# Ruben Salazar High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### 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 99.2% Hispanic, 0.8% White. The majority of students are socio-economically disadvantaged with 78% 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 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 and interns, a part time school psychologist, a secretary, a clerk, 2 custodians, and 3 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 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. 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.

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	25
Grade 12	150
<b>Total Enrollment</b>	<b>175</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.0
Male	64.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	1.1
Filipino	0.0
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.6
English Learners	11.4
Foster Youth	2.3
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	78.9
Students with Disabilities	13.7

## **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
<b>Total Teaching Positions</b>	<b>9.90</b>	<b>100.00</b>	<b>344.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	4.90	
<b>Total Out-of-Field Teachers</b>	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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

January, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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	Yes	0%

	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		
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<b>Health</b>	Life Time Health 2007 Holt, Rinehart and Winston 2002	Yes	0%
<b>Visual and Performing Arts</b>			

### 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



## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	25	N/A	39	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	2	N/A	22	N/A	33

## 2021-22 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
<b>All Students</b>	115	110	95.65	4.35	24.55
<b>Female</b>	49	47	95.92	4.08	27.66
<b>Male</b>	65	62	95.38	4.62	20.97
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	113	108	95.58	4.42	24.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	19	17	89.47	10.53	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	86	82	95.35	4.65	21.95
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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
<b>All Students</b>	115	110	95.65	4.35	1.82
<b>Female</b>	49	47	95.92	4.08	2.13
<b>Male</b>	65	62	95.38	4.62	1.61
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	113	108	95.58	4.42	1.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	19	17	89.47	10.53	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	86	82	95.35	4.65	2.44
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	4.82	NT	18.8	28.5	29.47

## 2021-22 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
<b>All Students</b>	108	84	77.78	22.22	4.82
<b>Female</b>	39	29	74.36	25.64	0
<b>Male</b>	69	55	79.71	20.29	7.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	105	82	78.1	21.9	4.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	11	91.67	8.33	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	80	64	80	20	3.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	94.74	5.26	0

## 2021-22 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	154
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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.

## 2021-22 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. Due to changes to the 2021-22 PFT administration, 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.

## 2022-23 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 and staff in selecting instructional and professional development goals, making budgetary decisions and determining and



## 2022-23 Opportunities for Parental Involvement

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.

### 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.1	5		3.8	3.5		8.9	7.8
Graduation Rate		91.8	94.2		94	94.4		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	121	114	94.2
<b>Female</b>	43	41	95.3
<b>Male</b>	78	73	93.6
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	118	111	94.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	--	--	--
<b>English Learners</b>	13	13	100.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	112	106	94.6
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	20	20	100.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	299	285	226	79.3
Female	113	107	85	79.4
Male	185	177	140	79.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	295	281	223	79.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	40	39	33	84.6
Foster Youth	3	3	3	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	248	239	191	79.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	33	86.8

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.58	2.16	2.45
Expulsions	2.03	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.35	0.04	3.45	0.20	3.17
Expulsions	0.00	0.33	0.00	0.09	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.35	0.33
Female	3.54	0.00
Male	6.49	0.54
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.42	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.65	0.40
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.89	0.00

## 2022-23 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 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	10	17		
Mathematics	13	10		
Science	13	6		
Social Science	13	13		

## 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	

## 2021-22 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	87.5

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$5,661.18	\$373.18	\$5,288.00	\$97,781.00
<b>District</b>	N/A	N/A	\$9,547.84	\$81,862
<b>Percent Difference - School Site and District</b>	N/A	N/A	38.8	-3.6
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	72.8	-5.1

## 2021-22 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 / Learning Loss Mitigation Small Group Instruction
- 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$49,700	\$52,478
<b>Mid-Range Teacher Salary</b>	\$75,337	\$80,810
<b>Highest Teacher Salary</b>	\$100,962	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$128,937	\$127,080
<b>Average Principal Salary (Middle)</b>	\$130,688	\$134,264
<b>Average Principal Salary (High)</b>	\$138,676	\$147,200
<b>Superintendent Salary</b>	\$215,004	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0



## Professional Development

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. In the 2021-2022 school year, Covid-19 continues to impact our program, but we have returned to the traditional delivery of instruction with students attending school in person.

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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12