Ruben Salazar High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Ruben Salazar High School
Street	9115 Balfour St.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7680
Principal	David Sermeno
Email Address	dsermeno@erusd.org
School Website	https://schs.erusd.org/
Grade Span	9-12
County-District-School (CDS) Code	19-64527-1932698

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

SCHOOL DESCRIPTION:
Ruben Salazar High School is the continuation high school for the El Rancho Unified School District and proudly serves the community of Pico Rivera. Ruben Salazar High School 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. Ruben Salazar High School enrollment is 222 11th and 12th grade students. El Rancho High School is Ruben Salazar High School primary feeder school. The ethnic

2024-25 School Description and Mission Statement

composition of the community is 98.9% Hispanic. The majority of students are socio-economically disadvantaged with 82% of students receiving a free or reduced lunch. We have 14% designated as English Learners and 1.1% Foster students. Ruben Salazar High School follows a traditional school calendar on a quarter system aligned with the school district calendar. Ruben 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 School Counselor, one Mental Health Counselor, a part time school psychologist, a secretary, a clerk, 2 custodians, and 4 safety and security officers. Ruben Salazar High School 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.

Ruben Salazar High School is committed to ensuring that all students succeed and as a result provides flexible schedules and offers a wide range of academic and elective courses. The school offers online courses through Edgenuity Online Learning to recover additional credits. Students may also earn credits through work experience and community service programs. Ruben Salazar High School works in collaboration with Rio Hondo College and Tri-Cities ROP to offer onsite college and vocational courses. Ruben Salazar High School has a student government class that sponsors many on-campus activities such as, our own Prom, Senior Sunset, Spirit Weeks, and Holiday Celebrations, to create a sense of community. Ruben Salazar High School works closely with the PREP Program and The Boys and Girls Club to provide after-school enrichment opportunities. Ruben Salazar High School also works in partnership with local businesses to provide additional resources to improve the instructional program. Additionally, Ruben Salazar High School has a Positive Behavioral Interventions and Supports (PBIS) team whose goal is to provide behavior support to assist students to achieve social, emotional and academic success.

DISTRICT VISION: Inspiring Learners to Thrive in an Ever-Changing World

DISTRICT MISSION: We Create Opportunities for Growth and Success

SCHOOL VISION: Supporting students in finding their path to success.

SCHOOL MISSION: 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	64
Grade 12	158
Total Enrollment	222

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
Hispanic or Latino	99.1
Two or More Races	0.5
White	0.5
English Learners	15.8
Foster Youth	1.4
Homeless	0.9
Socioeconomically Disadvantaged	81.1
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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.

2022-23 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)	5.30	53.70	251.70	79.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.60	46.20	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	19.60	6.19	14303.80	5.15
Total Teaching Positions	10.00	100.00	316.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.90	4.70	4.6
Total Out-of-Field Teachers	4.90	4.70	4.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	20.4	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	5.2	4.4

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

2024-25 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 Ruben Salazar High School, recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Year and month in which the data were collected	December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Holt, Rinehart & Winston 9th, Third Course, 2001-2002 Holt Literature and Language Arts Holt, Rinehart & Winston 10th Fourth Course, 2001-2002 Holt Literature and Language Arts Holt, Rinehart & Winston 11th Fifth Course, 2001-2002 Holt Literature and Language Arts Holt, Rinehart & Winston 12th Sixth Course,2001-2002 Language! The Comprehensive Sopris West Educational Literacy Intervention ELD 1 Edge-Fundamentals Cambridge University 9th-12th, 2023-2024 ELD 2 Edge-Fundamentals Cambridge University 9th-12th, 2023-2024 ELD 3 Edge-Level A National Geographic School Publishing Hampton Brown 9th-12th, 2023-2024 ELD 4 Edge-Level B National Geographic School Publishing 9th-12th Hampton Brown, 2023-2024	Yes	0%

	ELD 5 Edge-Level C National Geographic School Publishing 9th-12th Hampton Brown, 2023-2024 English 3D Houghton Mifflin Harcourt Literature and Language Arts Holt 9th-12th, 2018-2019		
Mathematics	Core Connections Integrated 1 CPM 9th-12th, 2014-2015 Core Connections Integrated II CPM, 2007 Core Connections Integrated III CPM, 2009 Business Math, 17th Ed. Cengage Learning 12th, 2010	Yes	0%
Science	Lifetime Health 2007 Holt, Rinehart & Winston, 2007 Exploring Earth Science 2006 Prentice Hall 9th-12th, 2006 Biology 2006 Prentice Hall 9th-12th, 2006 Experience Chemistry for California, Savvas, 10th-12th, 2022-2023 Miller & Levine Biology, Savvas, 10th-12th, 2022-2023 Experience Physics, Savvas, 10th-12th, 2022-2023 Marine Biology 7th 2008 McGraw-Hill/Glencoe 10th-12th Campbell Biology (9th Edition) Benjamin Cumming AP Chemistry (9th Edition) Zumdahl, 2015-2016 Chemistry (9th Edition) Zumdahl AP Chemistry Lab Manual The College Board AP Student & Teacher Edition, 2015-2016	Yes	0%
History-Social Science	Modern World History McDougal Littell 10th, 2002 The Americans McDougal Littell 11th, 2002 Economics Principles in Action Prentice Hall 12th, 2002 Magruder's American Government Prentice Hall 12th, 2002 Sociology Holt, Rinehart & Winston 11th and 12th, 2014-2015 Psychology with Updates on DSM-5 Worth Publishers 10th Edition By David G. Myers, 2014-2015 American Government: Institutions & Policies Cengage 16th Edition, 2000-2021	Yes	0%
Foreign Language	Temas Vista Publishing AP Edition, 2014-2015 Themes 1 Student Edition Pearson AP Edition, 2014-2015 Themes Teacher Resource Box Pearson, 2015-2016 Realidades I Pearson, 2018-2019 Realidades II Pearson, 2018-2019 Realidades III Pearson, 2018-2019 Que Chevere Level 2 EMC School, 2018-2019 Que Chevere Level 3 EMC School, 2018-2019 Que Chevere Level 4 EMC School, 2018-2019 Que Chevere Level 5 EMC School, 2018-2019 Que Chevere Spanish Level 3EMC 2020 Edition, 2020-2021 Que Chevere Spanish Level 2 EMC 2020 Edition, 2020-2021	Yes	0%

Health	Life Time Health 2007 Holt, Rinehart and Winston 2002	Yes	0%
Visual and Performing Arts			

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

School Facility Conditions and Planned Improvements

Ruben Salazar High School is located at the old Meller Elementary School site which was established in 1955. Ruben Salazar High School took over this site in 2009. Currently, it consists of 18 classrooms, one main office, and a school cafeteria. The campus has outdoor basketball courts. There are full athletic fields available as well. Ruben Salazar High School buildings and facilities are safe, clean, and well-maintained. Two full-time custodians maintain the facilities day and night. The district provides 2.5 part-time School Safety Officers (SSO) and a full-time Senior 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 96.28% (GOOD).

Our Innovation Lab in Room 25 is one of the most current completed projects. In addition, Ruben Salazar High School 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 Special Education, Virtual Learning Academy, Early Learning Program, Tri-Cities ROP also utilize the Ruben Salazar/Meller school site.

Year and month of the most recent FIT report	November, 2024

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace broken ceiling tiles. A work order has been created and sent out to our maintenance department to have this item fixed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	6	12	38	38	46	47
Mathematics (grades 3-8 and 11)	0	1	24	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	103	98.10	1.90	11.65
Female	34	34	100.00	0.00	14.71
Male	71	69	97.18	2.82	10.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	102	100	98.04	1.96	11.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	89	97.80	2.20	12.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	107	98.17	1.83	0.93
Female	35	35	100.00	0.00	0.00
Male	74	72	97.30	2.70	1.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	106	104	98.11	1.89	0.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	92	97.87	2.13	1.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.67	2.64	21.14	21.93	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	227	98.70	1.30	2.64
Female	83	82	98.80	1.20	2.44
Male	147	145	98.64	1.36	2.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	227	224	98.68	1.32	2.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	188	98.43	1.57	3.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

2023-24 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 quarter, 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

2023-24 Career Technical Education Programs

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. ROP Life Management:
This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related Home Economics Related Occupations career pathway programs. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in the seven content areas of child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. This course provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement.

4. ROP Family and Community Life:
This course of study covers interpersonal relationships from dating to marriage and family life. It also covers career options, money management and consumer resources, rights and responsibilities. The focus on family living begins with differences in family composition, preparation for future families, the significance and functions of family roles and responsibilities, coping with pressure and crisis in individual and family life. Students will have opportunities to develop problem solving skills, prioritizing skills, goal selection and decision making skills, comparative shopping skills and evaluation of choices and apply those to home and work life.

5. 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.

6. 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.

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	167
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results 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.

2024-25 Opportunities for Parental Involvement

Stakeholder involvement in the review of student achievement data is vital to Ruben Salazar High School'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 High School 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 BBQ, Quarterly Parent Conferences, Parent Workshops and Awards assemblies. We have held a Parent Worshop in Mental Health and are planning other workshops for such topics as Drug Prevention and Parenting. At our quarterly award ceremonies we give awards for Silver and Gold Honor Roll, Diligence, Most Improved and Most Outstanding in

2024-25 Opportunities for Parental Involvement

each specific content area.
There is open communication among the staff, students, and parents/guardians/caregivers that promotes mutual respect, trust, and support. The staff demonstrates its commitment to the students, parents/guardians/caregivers, and community by working as a team to provide a high-quality educational experience.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.0	14.6	9.4	3.5	4.1	4.9	7.8	8.2	8.9
Graduation Rate	94.2	80.2	87.5	94.4	93.7	93.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	128	112	87.5
Female	57	54	94.7
Male	71	58	81.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	128	112	87.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	30	26	86.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	124	108	87.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	13	86.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	298	223	74.8
Female	121	117	92	78.6
Male	182	181	131	72.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	300	295	222	75.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	46	45	34	75.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	253	248	188	75.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	29	21	72.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.35	9.12	12.21	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.33	0.35	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.21	0.00
Female	6.61	0.00
Male	15.93	0.00
Non-Binary	0.00	0.00
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	12.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Ruben Salazar High School maintains a comprehensive school safety plan (CSSP) 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

2024-25 School Safety Plan

staff safe. 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 like Active Shooter and Lock Down throughout the school year. Ruben Salazar High School 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 March of 2024. This review includes all stakeholders including our School Site Council.

Ruben Salazar High School with the support of Positive Behaviors Interventions and Supports (PBIS) Team 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. All guests and staff utilize the RAPTOR system to check-in. To maintain a safe atmosphere, three school security officers and one Senior School Safety Officer have been hired to maintain safety.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	37	4	
Mathematics	26	1	9	
Science	20	3	3	
Social Science	24	4	8	

2023-24 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	222

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,661.18	$373.18	$5,288.00	$97,781.00
District	N/A	N/A	$9,547.84	$94,324
Percent Difference - School Site and District	N/A	N/A	-57.4	3.6
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-68.3	3.2

Fiscal Year 2023-24 Types of Services Funded

As part of the data analysis and goal setting through the School Plan for Student Achievement (SPSA) development the school has determined the following programs and services are adequately funded at our school and that these key supports assist our students:

- General operations- services, materials, and support to the general and special education (RSP)
- Edgenuity Online Learning (credit recovery). Student can be enrolled into an elective class to get support using this online platform.
- After School Tutoring / Learning Loss Mitigation Small Group Instruction. Teachers host their own tutoring sessions after-school and on select Saturdays.
- English Learner Literacy Support Class (ELLSC)
- PREP After-School Program. This is our second school year with our partnership with this after-school program. PREP is part of the LEARN organization and it provides students with a wide range of enrichment opportunities to support both their academic and extracurricular development. They offer tutoring services to our students as well as different high interest clubs. PREP provides a safe haven for our students as well. PREP also offers an eSports program, allowing students to engage in competitive gaming while developing teamwork and strategic thinking skills.
- Language Arts and Mathematics Cadres (provides teachers resources to assist students)
- Science, and Visual and Performing Arts Curriculum Councils
- Positive Behavioral Interventions and Supports (PBIS) workshops and incentives to further promote positive behavior and encourage kindness (while decreasing Office Discipline Referrals).
- Career Technical Education (CTE) with Tri-Cities ROP. We currently offer two career pathways. In the Patient Care Pathway our students are enrolled in Foundations of Health Sciences and Sports Medicine. This school year we have added Life Management and Family and Community Life which falls under the Family and Human Services Pathway.
- Rio Hondo classes - Dual Enrollment
- Mental Health Counselor - now available 5 days a week.
- Local Screener - STAR Reading Diagnostic
- English Language Development

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,153	$58,855
Mid-Range Teacher Salary	$88,149	$92,519
Highest Teacher Salary	$118,132	$114,665
Average Principal Salary (Elementary)	$150,110	$142,791
Average Principal Salary (Middle)	$152,039	$151,078
Average Principal Salary (High)	$163,405	$167,094
Superintendent Salary	$240,000	$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Professional Development at Ruben Salazar High School

At Ruben Salazar High School, professional development is strategically planned and implemented across various settings, including course-alike, department-based, site-based, and district-wide initiatives. These opportunities ensure that our staff remains current with best practices in education and is equipped with the necessary tools to effectively meet the needs of our diverse student population.

Professional Development

A key feature of our professional development program is the weekly early release schedule every Wednesday, which provides dedicated time for teacher collaboration. This structure allows teachers to engage in grade-level or subject-area meetings where they can share instructional strategies, discuss student progress, analyze data, and plan for upcoming lessons. Teachers also have the opportunity to engage in peer observations, providing them with the chance to observe colleagues and exchange feedback on instructional practices. This collaborative environment fosters continuous professional growth and strengthen within our school community.

In addition to weekly collaboration, our district has built five student-free days into the academic calendar for district-wide professional development. These days provide an essential opportunity for teachers and staff to participate in specialized training and workshops. For example, recent professional development sessions have focused on data-driven instruction, where educators learn how to effectively use student performance data to inform their teaching and improve student outcomes. These district-wide initiatives are designed to address current and emerging needs, and they help teachers develop the skills necessary to implement research-based instructional strategies.

Focus Areas of Professional Development

Our professional development program targets key areas aligned with both school and district goals, ensuring that our teachers are equipped to meet the evolving needs of our students.

Universal Design for Learning (UDL): At Ruben Salazar High School, we have been working to implement UDL as a framework for providing a flexible learning environment that can accommodate the wide range of student abilities and learning styles. Through professional development, teachers are learning how to design lessons that offer multiple means of engagement, representation, and expression. This allows for differentiated instruction that addresses the unique needs of our students. The integration of UDL is a priority for our school and district, as it supports the goal of creating an inclusive learning environment for all students.

Social-Emotional Learning (SEL): Understanding the importance of fostering a supportive and positive school climate, Ruben Salazar High School has made social-emotional learning a cornerstone of our professional development program. Through workshops and seminars led by experts in SEL, teachers learn strategies for promoting emotional intelligence, resilience, and positive behavior among students. Additionally, staff receive training on how to integrate SEL practices into their daily classroom routines, helping students develop essential life skills that improve academic engagement and overall well-being.

Technology Integration: As part of our district's commitment to preparing students for the digital age, we emphasize technology integration in our professional development offerings. Teachers participate in workshops on how to incorporate educational technologies, such as interactive whiteboards, learning management systems (e.g., Google Classroom), and digital assessment tools, into their teaching. The goal is to enhance student learning and foster 21st-century skills, ensuring that students are able to engage in learning through both traditional and digital platforms.

Instructional Strategies: Our professional development program also prioritizes the ongoing refinement of instructional strategies. Teachers engage in focused training on a variety of pedagogical approaches, including differentiation, project-based learning, and formative assessment techniques. These strategies are designed to enhance student engagement and promote deeper understanding of content.

Impact on Teaching Practices and Student Outcomes

The implementation of these professional development programs has a significant impact on teaching practices at Ruben Salazar High School. Teachers have reported increased confidence in their ability to design lessons that are more engaging, inclusive, and responsive to student needs. The incorporation of UDL principles, for example, has led to more differentiated instruction, with teachers able to meet the diverse needs of students in the classroom. Social Emotional Learning (SEL) strategies have not only helped improve student behavior but also created a more positive classroom climate, which in turn enhances academic performance and student engagement.

Moreover, data-driven instruction has resulted in more targeted interventions, leading to measurable improvements in student achievement. The use of technology has further enriched the learning experience, allowing for more personalized and interactive lessons that cater to the interests and learning styles of students.

By investing in professional development, we are not only supporting the growth of our teachers but also ensuring that our students receive high-quality instruction that prepares them for future success.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40