The Single Plan for Student Achievement

School: Ruben Salazar High

CDS Code: 19-64527-1932698

District: El Rancho Unified School District

Principal: Gabriel Gonzalez

Revision Date: 7/1/17-6/30/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Ruben Salazar High's Vision and Mission Statements
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.

Saints are:
Life-long Learners
Innovative Thinkers
Technologically Literate
Responsible Citizens

Ruben Salazar High School is dedicated to instilling its core values of integrity, courtesy, empathy and responsibility in each student.

School Profile

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 2009 and 2015. In 2012 and 2016, RSHS was recognized as a Model Continuation High School. Model continuation school is the highest accolade a continuation school can receive.

RSHS enrollment is comprised of approximately 200 11th and 12th grade students. El Rancho High School is RSHS' primary feeder school. However, RSHS also admits students from other high schools. The ethnic composition of the community is 97% Hispanic, 2.5% White and .5% African American. The majority of students are socio-economically disadvantaged. 17% of students enrolled at Ruben Salazar are English learners. RSHS follows a traditional school calendar aligned with the school district calendar. RSHS is on a trimester system which allows students the opportunity to earn credits at a faster pace than the traditional semester system.

RSHS has 10 general education teachers,1 special education teacher and 2 instructional aides. Administrative and support staff include one principal, one full-time counselor, 1 mental health counselor, a school psychologist, a secretary and a clerk. RSHS is committed to using technology to engage students and improve the instructional program. The school has three mobile carts that each hold 30 Chromebooks or HP Streams. Students also have access to a media center and computer lab making RSHS a 1:1 technology school. Ruben Salazar also has 2 Promethean Boards and Google Classroom is the school's online 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 also offers online courses through APEX Learning. This provides students an additional method to recover credits. Students may also earn credits through work experience and community service programs. RSHS works in collaboration with Rio Hondo College, a local community college. Rio Hondo representatives conduct lunchtime workshops that provide students with post-graduation information and resources. Rio Hondo also offers two Administration of Justice courses on-campus which students can enroll in and earn high school and college credit concurrently. Students who complete these courses also receive priority registration once they graduate and enroll at Rio Hondo Community College.

RSHS has a student government class which sponsors many on-campus activities to create a sense of community. The school also participates in Character Counts, Olweus Bully Prevention, Safe Dates. RSHS also has a Positive Behavior Interventions and Supports (PBIS) team whose goal is provide behavior supports in order to assist students achieve social, emotional and academic success.

RSHS uses the Edge Program to provide additional support for English Learners.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In an effort to continue to improve its instructional program, RSHS developed surveys for students, teachers and parents. English and Spanish versions of the survey were made available to parents. Teacher and student surveys were administered online. The administration and teachers analyzed responses and used data to drive instructional decisions.

STUDENT SURVEY: The 2017-2018 Student Survey is pending. Below are findings from the 2016-2017 survey.
The student surveys addressed the issues of campus safety, academics and school climate. The majority of students agreed that RSHS prepared them for the future. The survey reveals that 89% of students feel emotionally and physically safe. 85% of students feel RSHS has a positive school atmosphere i.e. treating each other and teachers with respect and a feeling of belonging. 97% of students feel that their teachers like them, value their opinions and know their name. 41% of RSHS students have had personal problems interfere with success at school. 45% of students have considered dropping out of school at some point. Students also indicated that in addition to academics, RSHS provides them the opportunity to learn life skills.

PARENT SURVEY: The 2017-2018 Parent Survey is pending. Below are findings from the 2016-2017 survey.
The parent survey addressed student success, parental concerns, parental support, student support, and equipment and facilities. 90% of the parents surveyed felt RSHS staff support students academically. 97% of parents felt that they were welcomed when on campus. Parents added that their needs or expectations were met most or all of the time. 75% of parents felt that there was regular communication between the school and home all or most of the time. 97% felt their child was safe at school. 95% of parents agree their student was provided with the opportunities for student leadership, regular feedback from the teachers, fair discipline, a low student/teacher ratio and taught tolerance for differences in people. 90% of parents replied that their student had access to computers all or most of the time. 94% of parents replied that the school, furniture and grounds looked clean and tidy. 97% of parents replied that classrooms, resource areas and office were well maintained.

STAFF SURVEY: The 2017-2018 Staff Survey is pending.   Below are findings from the 2016-2017 survey.
The staff strongly agrees that the school's discipline practices and policies are fair and are applied fairly to all students. Staff also agree that RSHS maintains high expectations for all students and that the curriculum is rigorous. The staff agrees that most ample professional development time is focused on increasing student achievement. The majority of staff agree that most students care about learning because Salazar provides teaching strategies for at-risk students using sheltered or SDAIE techniques for teaching all students, including EL students. The results concerning parents: The staff strongly agree that parent participation has improved, but there is still a need for greater involvement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations are conducted weekly. The principal utilizes informal observations as a tool to create a dialogue about instruction and to drive improvement. The principal conducts formal observations at minimum once a year. Formal observations utilize the California Standards for Teaching Profession Rubrics. During initial conferences, the principal discusses observation procedures and expectations. After formal observations, a post-conference is held and the principal provides feedback, recommendations and additional support, if necessary.   School administration has observed teachers using research-based instructional strategies to ensure student success. Teachers also scaffold lessons to assist struggling students. The instructional shift to Common Core is evident in classrooms.

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    RSHS utilizes the following assessments to drive instructional decisions and program students into courses.

    CELDT Scores: California English Language Development Test (CELDT) measures the English language development of students whose primary home language is not English. The CELDT exam is comprised of reading, written and spoken categories. CELDT scores are provided to the administrator, counselor and teachers. These scores are used to program students into appropriate language arts and language development courses. Teachers also provide differing levels of academic support based upon test score. These scores also assist in the reclassification of English Learners.

    CAASPP: (SBAC Language Arts and Math) Data from this assessment is used to assist in the development of interventions and courses.

    Course Grades/Credit Completion: The administration and counselor review trimester grades and credit completion. This information is analyzed and used to determine interventions and course placement. It is also used to

    English Language Development Progress Reports: Reports measure English learner progress in the district ELD program. Unit tests measure progress toward reclassification. These results are also used to revise lesson plans.

    Site Assessments: (EADMS) Assessments regularly measure student progress throughout the year. Based on results, instruction is modified and interventions are initiated.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Teachers meet regularly in departments to assess student performance data. During these meetings, curriculum, student progress and instructional strategies are discussed. Based upon their findings, modification of curriculum and instructional strategies occurs and interventions are created.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    Ruben Salazar High School teachers are highly qualified as specified by NCLB. All teachers possess authorizations to work with English Learners. El Rancho Unified School District provides a Beginning Teacher Support Program with professional development that fulfills the requirements through the Los Angeles County BTSA Consortium.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    All Ruben Salazar High School teachers are highly credentialed. The district provides professional development for SBE adopted materials. RSHS also provides teachers with additional professional development on Wednesdays during modified day schedule. During this designated time, teachers participate in on-site professional development. Teachers also share best practices and student work samples.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Staff development consists of on and off-site training, department collaboration, and conferences. The focus of staff development is to the improve instructional program and assist teachers with the transition to Common Core State Standards and Smarter Balanced Assessments (SBAC).

    On-site professional development occurs every Wednesday and on district School Improvement Plan days.

    Teachers participate in the district's Language Arts, Math, Science and Visual and Performing Arts Curriculum Councils. Teachers on these councils receive additional training and professional development on Common Core State Standards and other areas decided upon by the district. These councils also allow teachers to participate in district-wide decisions regarding curriculum and instructional strategies. RSHS also has a teacher serve on the district's English Learner Program Contact Teacher Committee. The ELPCT teacher serves as a liaison between the district and school site and trains school site on district policies and procedures regarding ELD, reclassification and EL programs.

    RSHS teachers also participate in the Project Based Learning training through Buck Institute for Education (BIE). Member of the site's PBL leadership team participate in BIE's Leadership Series training then share the information and resources with the remaining staff during professional development on Wednesdays. RSHS also has a PBIS site coordinator and teacher leadership team. The team receives training through the Los Angeles Office of Education and shares information with remaining staff during Wednesday professional development. Teachers receive additional professional development on Olweus Bullying Prevention and Character Counts Programs.

    During on-site professional development time, teachers also receive training on digital learning platform and Aeries Communication.

    Teachers also attend various conferences and workshops, as allowed by the school budget. Participation in these conferences and workshops allow teachers to receive additional training in the areas of research-based instructional strategies, student achievement, student engagement and technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    The district provides support for teachers through the Beginning Teacher Support Program (BTSA) and through Peer Assistance and Review (PAR). The district also provides additiional suppport through its technology resource teachers. Teachers also work with site department instructional managers for additional support as needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    Teachers are provided time to collaborate every Wednesday during modified days. During teacher collaboration, assessment results, student work samples, instructional practices, interventions, are discussed. Teachers also use this time to create an action plan to address areas of student needs. Professional development time is also used for school-wide professional development on integrating technology, Project Based Learning, and other district and school initiatives.

8.   Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Core Textbooks:
   English-Language Arts-- Holt, Reinhart and Winston 2002
   ELD --EDGE 6 series by Hampton-Brown 2006 (National Geographic)
   Mathematics Integrated Math Common Core by Pearson, 2015
   Science (Biology)-- Prentice Hall by Miller and Levine, 2007
   Science (Earth Science)--Prentice Hall by Tarbuck and Lutgens, 2006
   History/World History- McDougal Littell 2005
   Spanish -Descubre Vista Publishing 2008
   Economics/Government - Prentice Hall 2005

   All students receive the appropriate grade-level textbook for each academic area. Textbooks used at RSHS are aligned to the Common Core State Standards (CCSS) and are authorized by California State Board of Education for use in California public schools. These textbooks have been formally adopted by the El Rancho Unified School District's Board of Education. A list of all textbooks used at Ruben Salazar High School is available in ERUSD's Education Services office.

   Supplemental resource materials are also aligned to CCSS and are purchased with district textbook funds for all students.

   Professional Development: Modified days are dedicated to professional development. Teachers receive additional support focused on instructional practices and curriculum. Teachers also work collaboratively to analyze data, develop lessons, assess student learning and/or differentiate instruction as needed.

   English Learners receive instruction through their standards-based English-Language Arts Course and English Language Development courses.

9.   Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Not Applicable to Salazar

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

   Not Applicable to Salazar

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

   In compliance with the Williams Act, all students have access to state-adopted textbook for each core content area. All adopted textbooks and are aligned with CCSS. Instructional guides and supplemental materials used in the classroom are also aligned with CCSS and purchased with district and site funds. All funding is provided by Categorical and General funds.

   English Learners: All English Learners have access to state-adopted textbooks in the core subjects of English, mathematics, social studies and science. In addition to state-adopted textbooks, English learners also have access to supplemental resource materials. English learner students use the EDGE program.

   Special Education: All special education students have access to state-adopted textbooks in core subject areas and equal access to the curriculum. Supplemental materials are purchased through district and site funds.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

   SBE adopted materials and supplemental resources are used by all students to access the standards-based curriculum.

<u>Opportunity and Equal Educational Access</u>

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RSHS is committed to providing additional support to underperforming students. The following services/programs are provided by the regular program assist underperforming students meet standards:

Program Scheduling: Administration and the counselor review, revise and make necessary changes to the Master Schedule based on students' learning needs as well as state and district requirements. Adjusting the master schedule as needed allows RSHS to meet students specific academic needs.

Instructional Practices: Instructional practices focus on increasing student academic achievement. Teachers and administration are committed to incorporating Common Core competencies across all content areas. Teachers meet during professional development days to analyze achievement data and revise the instructional plan as needed. Teachers discuss strategies such as direct instruction, SDAIE, technology in the classroom, and other research-based skills that prepare students to be career and college ready.

Salazar Teacher and Student Mentor Program(STAMP): STAMP is a program designed to assist students to reach their educational and career goals. This program pairs students and teachers and provides personalized support through STAMP meetings. Teachers assist students in developing and achieving academic goals, identifying resources and taking accountability.

Second Year Senior Program: This program allows students who are deficient in credits to complete an additional 5th year in order to earn their high school diploma. Students must apply to participate in the program and submit a written request. Student progress is closely monitored to ensure all students are making sufficient academic progress.

Student Study Team (SST): The SST meets regularly in order to provide interventions for students at high risk of academic failure Referrals can be made by the administration, counselor, teachers, parents and/or social workers. The team develops a specific plan in order to assist the student to improve. If necessary, the team will refer students to special education services.

English Language Development: English learners are programmed into CCSS English courses and appropriate level ELD course. ELD teachers receive training in the EDGE program.

Mental Health intern Counselor: RSHS has two part-time mental health intern counselors who provide school-based counseling services for students.

Elective courses: RSHS offers a range of elective courses to motivate and engage students. Elective courses include Food and Hospitality, Computer Applications, Digital Imaging, Art and Student Government courses.

14. Research-based educational practices to raise student achievement

Ruben Salazar HS is committed to using research-based practices to support student achievement. Teachers focus on best practices in order to make the instructional shift to the Common Core. Teachers receive additional training on SDAIE, depth of knowledge and questioning techniques. RSHS is also dedicated to increasing student achievement through the teaching of the skills of collaboration, communication and critical thinking. Teachers also receive additional support in strategies that assist in making instructional shifts needed for successful common core implementation. RSHS is committed to developing a growth mindset in all Salazar students.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

RSHS is dedicated to providing as many resources as possible to assist under-achieving students. The Saturday School and APEX programs provide tutoring and interventions to under-achieving students. English Learners receive literary instruction through ELD classes and afterschool support classes. Students also receive additional support from the Student Survey Team, special education department, school psychologist, school counselor and counseling interns. RSHS teaching and support staff also provide under-performing students with additional support such as tutoring and counseling.

The School Site Council (SSC) meets throughout the year to participate in the school's decision-making process. The SSC assists with decisions regarding programs, policies, activities and the budget with the goal of improving student achievement. The SSC also reviews the school's Single Plan for Student Achievement (SPSA) each year. The English Learner Advisory Council (ELAC) advises the school staff on English Learner programs and services. The ELAC has delegated its responsibilities to SSC for the 2017-18 school year.

District Advisory Council: (DAC) and District English Learner Advisory Council (DELAC) meet monthly with each of the district's school's SSC and ELAC. The representatives act as liaisons between the district and site councils.

Community Partnerships: RSHS works in partnership with the local community to provide additional resources to students. RSHS works closely with the Rotary Club, Soroptimist, Woman's Club and other local organizations.

District Director of Student Services and the Coordinator of Child Welfare and Attendance oversee services to homeless and neglected and/or delinquent students. Services for students include provision of school materials, transportation for students, access to resources, such as local food bank information, help line phone numbers and local shelter information. Children living in the district who do not reside in a permanent, fixed residence are admitted to district schools upon presentation of any of the following: hotel/motel receipts, letter from social service agency verifying child lives within the district or an affidavit from the parent/guardian stating they are homeless and the family lives in district.

Probation Officer: The district also funds a probation officer to work with at-risk students because of attendance and/or behavior problems. Counseling services are also available for students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, and other site personnel have the opportunity to assist in planning, implementing and evaluating ConApp programs through participation in School Site Council and/or ELAC. ELAC has delegated their responsibilities to the School Site Council for the 2017-2018 school year.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District and site categorical funds that assist under-performing students meet standards are described below:

Technology Services: The district provides technology services to assist RSHS to meet state and federal requirements. These services assist with managing and analyzing data and communicating with parents/guardians and include Aeries Student/Teacher Portal, on-line SPSA and SARC programs, and Aeries Communication.

Technology:
Students have access to technology through mobile carts and classroom computers. Teachers utilize technology such as eNO interactive whiteboards, Promethean boards, document cameras, and computers to support instruction and increase student achievement.

Instructional Materials: Supplemental resources for English language arts, math, and English language development are purchased through categorical funds(Title 1 and Base Funds).

Intervention Programs: The Saturday School Program provides under-performing students extra support. Students may volunteer or be referred to the program by an administrator and/ or teacher. The English Learner Literacy Support Class (ELLSC) are classes funded by the district. Underperforming EL receive additional support twice weekly in afterschool classes.

Conferences and Workshops: The district provides training for teachers to attend various conferences/workshops relevant to their content areas.

18. Fiscal support (EPC)

Salazar receives Title I Funds and Base Funds.

Description of Barriers and Related School Goals

The following categories provide a description of the challenges facing Ruben Salazar High School and its students :

Student Barriers:
Student Apathy/Lack of motivation
High rate of absenteeism
Lack of access to resources/technology at home
High percentage of under-performing students
Personal/Family Issues

School Barriers:
Limited parental and community involvement
High number of socioeconomically disadvantaged learners
Limited number of elective course offerings

District Barriers:
Lack of funding
High turnover of district administrative personnel

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	87	107	85	82	101	84	77	101	84	94.3	94.3	98.8
All Grades	87	107	85	82	101	84	77	101	84	94.3	94.3	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	2465.4	2483.5	2487.3	0	1	1.19	7	16	10.71	23	26	28.57	63	57	59.52
All Grades	N/A	N/A	N/A	0	1	1.19	7	16	10.71	23	26	28.57	63	57	59.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	5	1	5.95	40	50	44.05	55	49	50.00
All Grades	5	1	5.95	40	50	44.05	55	49	50.00

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	1	4	1.19	34	36	36.90	65	60	61.90
All Grades	1	4	1.19	34	36	36.90	65	60	61.90

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	3	4	2.38	39	53	61.90	58	43	35.71
All Grades	3	4	2.38	39	53	61.90	58	43	35.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 11	4	8	4.76	52	53	34.52	44	39	60.71
All Grades	4	8	4.76	52	53	34.52	44	39	60.71

Conclusions based on this data:

1. Of the 84 students tested, 12% met or exceeded the standards. An decrease of 4% from the previous year.

2.   Of the 84 students tested, 29% nearly met the standard. An increase of 3% from the previous year.

3.   Of the 84 students tested, 60% did not meet the standard. A increase of 2% from the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	87	107	85	80	101	84	80	99	84	92.0	95.3	98.8
All Grades	87	107	85	80	101	84	80	99	84	92.0	95.3	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2413.3	2430.9	2430.4	0	0	1.19	0	2	1.19	4	8	2.38	96	90	95.24
All Grades	N/A	N/A	N/A	0	0	1.19	0	2	1.19	4	8	2.38	96	90	95.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	2.38	1	4	1.19	99	96	96.43
All Grades	0	0	2.38	1	4	1.19	99	96	96.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	26	32	16.67	74	68	83.33
All Grades	0	0	0.00	26	32	16.67	74	68	83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	1.19	40	40	38.10	60	60	60.71
All Grades	0	0	1.19	40	40	38.10	60	60	60.71

Conclusions based on this data:

1. Of the 84 students tested, 2% met the standard. An increase of 2% from previous year.

2. Of the 84 students tested, 2% nearly met the standard. A decrease of 4% from previous year.

3. Of the 84 students tested, 95% did not meet the standard. A increase of 5 % from previous year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11		15		63	46	56	38	31	33		8	11			
12	6	25		47	33	54	47	42	31			15			
Total	4	20		52	40	55	44	36	32		4	14			

Conclusions based on this data:

1. In comparison to the 2014-2015 CELDT data, which shows that 56% of English Learners scored at Early Advanced or Advanced level, 2015-2016 data shows an increase of 4% with 60% of all ELD students scoring at Early Advanced or Advanced level. The 2016-2017 data shows a decrease of 4% from previous year of all ELD students scoring at Early Advanced or Advanced.

2. In comparison to the 2014-2015 CELDT data, which shows that 44% of English Learners scored at the Early Intermediate and Intermediate level, 2015-2016 data shows an increase of 4% with a total of 40% of all ELD student scoring at the Early Intermediate and Intermediate Level. The 2016-2017 data shows an increase of 5% from previous year of all ELD students scoring at Early Advanced or Advanced.

3. Although the data is minimal, it is useful in ensuring that these students benefit based on their ability to perform as an integral part of their learning process.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11		15		63	46		38	31			8				
12	6	25		44	33		50	42							
Total	4	20		50	40		46	36			4				

Conclusions based on this data:

1. In comparison to the 2014-2015 CELDT data, which shows that 54% of English Learners scored at Early Advanced or Advanced level, 2015-2016 data shows an increase of 6% with 60% of all ELD students scoring at Early Advanced or Advanced level. The 2016-2017 data is not available yet.

2. In comparison to the 2014-2015 CELDT data, which shows that 46% of English Learners scored at the Early Intermediate and Intermediate level, 2015-2016 data shows an increase of 4% with a total of 40% of all ELD student scoring at the Early Intermediate and Intermediate Level. The 2016-2017 data is not available yet.

3. Although the data is minimal, it is useful in ensuring that these students benefit based on their ability to perform as an integral part of their learning process

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
To increase by 5% the number students passing ELA courses with a final grade of 70% or higher and earning 5 credits and To increase by 5% number of ELD students reclassified, passing ELD/ELA courses with 70% of higher and earning 5 credits
Data Used to Form this Goal:
ELA course grades ELD course grades Student Credit Sheets APEX ELA course grades CELDT Scores Student Oral Language Observation Matrix (SOLOM) Student work samples My Access Accuplacer College Placement Test Results EL Reclassification Forms
Findings from the Analysis of this Data:
RSHS students are making academic gains and improving attendance. However, further academic support in the form of intervention programs and research-based instructional strategies targeting student learning needs must continue to be a focus.

How the School will Evaluate the Progress of this Goal:
In order to assess progress in achieving this goal, RSHS will utilize the following: Classroom portfolios Formative and Summative Assessments Student writing samples and Class projects Reading and Assignment Logs Turnitin Software CELDT Scores Student Oral Language Observation Matrix (SOLOM) Mid-Term Progress Report Grades and Final Course Grades Accuplacer-College Placement Exam

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Select and schedule conferences Select teachers to attend conferences Schedule time during modified days for teachers to present conference information and materials with staff Saturday School/ After School Intervention Programs: Identify students based on attendance, teacher and/or administration recommendation Notify parents and students via SSP Referral Form and/or Aeries Instructional Practices: Monthly department meetings inter-disciplinary collaboration time Provide teachers with on-site professional development focused on best practices and research based instructional strategies Monitor implementation of strategies and resources	8/10/2017-06/06/2018	Principal School Counselor Teachers	Professional Development for teachers	5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
			Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	1,000.00
			English and Industry Equipment and Supplies	4000-4999: Books And Supplies	Title I	500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
To increase by 5% the number students passing Math courses with a final grade of 70% or higher and earning 5 credit
Data Used to Form this Goal:
Math final course grades Student Credit Sheets APEX Math courses grades Student Work Samples Khan Academy
Findings from the Analysis of this Data:
RSHS students are making academic gains and improving attendance. However, further academic support in the form of intervention programs and research-based instructional strategies targeting student learning needs must continue to be a focus.
How the School will Evaluate the Progress of this Goal:
In order to assess progress in achieving this goal, RSHS will utilize the following: Informal and formal Assessments Formative and Summative Assessments Midterm Progress Report grades Final Course grades Classroom portfolios Class projects Student work samples Interactive Notebooks Accuplacer College Placement Test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Select and schedule conferences for attendance Select teachers to attend conferences Schedule time during modified days for teachers to present conference information and materials with staff Saturday School/ After School Intervention Programs: Schedule dates Select teachers Identify students based on attendance, teacher and/or administration recommendation Notify parents and students via SSP Referral Form and/or Aeries Communications Instructional Practices: Monthly department meetings inter-disciplinary collaboration time Provide teachers with on-site professional development focused on best practices and research based instructional strategies Monitor implementation of strategies and resources	8/10/2017-06/06/2018	Principal Counselor Math Teachers	Professional Development for teachers	5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
			Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	1,000.00
			Math and Industry Equipment and Supplies	4000-4999: Books And Supplies	Title I	500.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subjects
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
Upon graduation, 90% of RSHS students will be career and/or college ready.
Data Used to Form this Goal:
Final course grades Credit Sheets Graduation Rates Enrollment in on-site college courses Participation in college placement test Enrollment in ROP courses Student Teacher Mentor & Assistance Program (STAMP) Student Surveys College and Career Day California College Guidance Initiative (CCGI) Elective course offerings
Findings from the Analysis of this Data:
RSHS has worked diligently to provide students multiple opportunities to explore post-graduation options. RSHS will continue to focus and pursue opportunities based on 21st century career and college needs.

How the School will Evaluate the Progress of this Goal:
Final course grades and Credit Sheets
Graduation Rates
Enrollment in on-site college courses and ROP courses
Participation in college placement test
Student Surveys
Campus Visitor Logs
California College Guidance Initiative (CCGI)
Elective course offerings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Select and schedule conferences for attendance Select teachers to attend conferences Schedule time during modified days for teachers to present conference information and materials with staff Saturday School/ After School Intervention Programs: Schedule dates Select teachers Identify students based on attendance, teacher and/or administration recommendation Notify parents and students via SSP Referral Form and/or Aeries Communications Instructional Practices: Monthly department meetings focuse Inter-disciplinary collaboration time Provide teachers with on-site professional development focused on best practices and research based instructional strategies Monitor implementation of strategies and resources	8/10/2017-06/06/2018	Principal Counselor Teachers	Staff Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	250.00
			Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	250.00
			Science Materials	4000-4999: Books And Supplies	Title I	250.00
			Field Trips	5000-5999: Services And Other Operating Expenditures	Title I	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Salazar Teacher and Student Mentor Program (STAMP) Provide teachers the information to share with students during designated time Assist students with credit sheets to ensure students are aware of graduation requirements College and Career Day Schedule Career & College Day Select and contact presenters Provide students information on various post-graduation options Field Trips Career based field trips Career Technical Education (CTE) focus College Campus field trips Schedule fieldtrips						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Other
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
RSHS goal is to increase by 5% the number of students that feel safe and supported at school.
Data Used to Form this Goal:
California Healthy Kids Survey Student Survey Attendance records STAMP monthly check-in worksheet Final course grades Student Referrals
Findings from the Analysis of this Data:
Ruben Salazar HS recognizes that students' safety directly correlates to student learning. As a result, RSHS will continue to focus on creating an safe environment in which students feel supported.
How the School will Evaluate the Progress of this Goal:
In order to assess progress in achieving this goal, RSHS will utilize the following: PBIS Office Discipline Referrals (ODR) PBIS Reward Ticket "Saint" Tickets Student Surveys Healthy Kids Survey Informal Assessments Safe Dates Gaggle Safety Program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Interventions and Supports (PBIS) Coordinate Training for Coach and Site Team Schedule PBIS training for staff Schedule PBIS school-wide kickoff event Monitor implementation of PBIS Character Counts Provide teachers with curriculum and resources for class lessons Select Character Counts Students of the Month Informally and formally acknowledge students demonstrating character pillar traits Safe Dates Coordinate training for teachers Monitor implementation of program STAMP Provide students information and resources regarding school requirements and rules and opportunities Schedule dates for STAMP sessions Provide all session materials for teachers Monitor implementation of the program	8/10/2017-06/06/2018	Principal Counselor Teachers Staff	Substitute - Certificated Professional Development	1000-1999: Certificated Personnel Salaries	Title I	390.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental and Community Involvement
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
RSHS seeks to increase parental and community involvement.
Data Used to Form this Goal:
Parent Portal Login Data School Website Blackboard Connect Twitter Instagram Scholarship Program Back to School Sign-In Sheets Parent/Teacher Conference Sign-In Sheets Parent/community participation in school sponsored events
Findings from the Analysis of this Data:
Although parent and community involvement has increased over the years, RSHS will continue to focus on increasing participation. RSHS recognizes the need for greater involvement as a means to strengthen its program.
How the School will Evaluate the Progress of this Goal:
In order to assess progress in achieving this goal, RSHS will utilize the following: Back to School/ Parent Conference Sign in Sheet Phone calls Visits to website and Social media traffic Student work (projects) Participation in School Site Council meeting Scholarship Program Donations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Aeries Communication Train staff on Aeries Monitor implementation of program Parent Survey Update and revise parent survey Distribute survey to parents Evaluate survey results Implement changes as needed based on survey data School Website/Social Media Update information and resources Community Outreach Participation in community events: Relay for Life, Thanksgiving/Christmas Basket give-a-ways, District Art Contest, etc. Professional/ Community Organizations Participation of staff, parents, in local community organizations: The Rotary, Lions Clubs of Pico Rivera, Soroptimist, Woman's Club	8/10/2017-06/06/2018	Principal Counselor Teachers Students Parents	Parent Involvement	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300.00

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
RSHS will engage all students and provide opportunities above and beyond the core program.
Data Used to Form this Goal:
Master Schedule On-Site Rio Hondo College Course Attendance Class Enrollment Data Elective Course Offerings Community Service Hours Data Field Trips Sign-Up Sheets ROP Enrollment Data APEX After-School Enrollment Data Final Grades Mid-term Grades Participation in school sponsored events Student Surveys
Findings from the Analysis of this Data:
RSHS strives to engage all students in learning. Student engagement will continue to be an area of focus at RSHS.

How the School will Evaluate the Progress of this Goal:
Class Enrollment Data Field Trip Sign-up Sheets, Student Surveys Elective Course Offerings: Keyboarding, Culinary Class Participation in Community Service Programs, APEX Courses and ROP Course Enrollment Final grades and Mid-Term Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Saturday School/After-School Intervention Programs Identify students based on attendance, teacher and/or administration recommendation Notify parents and students via SSP Referral Form and/or Aeries Professional Development: Select and schedule conferences Select teachers to attend conferences Schedule time during modified days for teachers to present conference information and materials with staff Instructional Practices: Monthly department meetings Inter-disciplinary collaboration time Provide teachers with on-site professional development focused on best practices and research based instructional strategies Monitor implementation of strategies and resources such as technology Field Trips Research and select fieldtrips Inform students and parents of field trip opportunities (Flyer and/or Aeries Communication)	8/10/2017 - 6/06/2018	District Administration Site Administration Teachers	Staff Development & Common Core Materials	5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
			Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Provide teachers with on-site professional development focused on technology, and instructional strategies Continued training on Promethean Boards, Google Classroom, Aeries Teacher Portal, educational apps						

El Rancho Unified School District

Title I Program Improvement (PI)
Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are
addressed in the Ruben Salazar High School
Single Plan for Student Achievement as indicated below.

		Required PI Plan Components	SPSA Reference Page(s)
X		1. **Scientifically-based research**: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	5, 6, 7, 8, 9, 10,11,12, 23, 25, 27, 29
X		2. **Successful Policies & Practices:** Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	4, 5, 8
X		3. **Professional Development (PD):**	3, 5-11
	X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	6, 21, 23, 25, 27, 33
	X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	6, 21, 23, 25, 27, 33
	X	Meets the requirement for professional development activities under section 1119	6, 21, 23, 25, 27, 33
	X	Is provided in a manner that affords increased opportunity for participating in that professional development	6, 21, 23, 25, 27, 33
X		4. **10% Title I Reservation:** Specify how the funds described above in (3) will be used to remove the school from school improvement status.	6, 21, 23, 25, 27, 33
X		5. **Specific Annual, Measurable Objectives**: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	19-32
X		6. **Parent Notification:** Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	8, 9,28,29
X		7. **Shared Responsibility for Improvement:** Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	5-10
X		8. **Parent Involvement**: Include strategies to promote effective parental involvement in the school.	8,9, 28,29

X	9. **Extended Learning**: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	23,24,25, 28, 29, 30, 31
X	10. **Incorporation of a teacher mentoring program:** Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	5,6,7,8

El Rancho Unified School District

Title I School Wide Plan
Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are
addressed in the Ruben Salazar High School
Single Plan for Student Achievement as indicated below.

	Required SWP Plan Components	SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	4, 5, 8

X	2. Schoolwide reform strategies that:
	▪ provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
	▪ use effective methods and instructional strategies that are based on scientifically based research that –
	   1. strengthen the core academic program;
	   2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;
	   3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)
	▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children
		5-11

X	3. Instruction by highly qualified teachers	5
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	5-10, 31, 32
	5. Strategies to attract high quality, highly qualified teachers to high-need schools	
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	4, 28,29, 31
	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	5-11, 19-32
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	8-14, 19-32
X	10. Coordination and integration of federal, state, and local services and programs	5-12

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	7,690	300.00
Title I Part A: Parent Involvement	300	0.00
LCFF - Base	47,220	47,220.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	7,390.00
Title I Part A: Parent Involvement	300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	3,140.00
4000-4999: Books And Supplies	1,550.00
5000-5999: Services And Other Operating Expenditures	2,250.00
5800: Professional/Consulting Services And Operating	750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	3,140.00
4000-4999: Books And Supplies	Title I	1,250.00
5000-5999: Services And Other Operating	Title I	2,250.00
5800: Professional/Consulting Services And	Title I	750.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,500.00
Goal 2	2,500.00
Goal 3	1,000.00
Goal 4	390.00
Goal 5	300.00
Goal 6	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gabriel Gonzalez	X				
Arianne Martinez			X		
Elena Guzman			X		
Evette Diaz		X			
Kristina Ballester		X			
Dianne Rodriguez		X			
Rosario Balderrama				X	
Pearla Juarez				X	
Jose Barrios				X	
Gennelly Zazueta					X
Kimberly Guerrero					X
Jason Sianez					X
Numbers of members of each category:	**1**	**3**	**2**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    State Compensatory Education Advisory Committee

<div align="right">_____
Signature</div>

    English Learner Advisory Committee

<div align="right">_____
Signature</div>

    Special Education Advisory Committee

<div align="right">_____
Signature</div>

    Gifted and Talented Education Program Advisory Committee

<div align="right">_____
Signature</div>

    District/School Liaison Team for schools in Program Improvement

<div align="right">_____
Signature</div>

    Compensatory Education Advisory Committee

<div align="right">_____
Signature</div>

    Departmental Advisory Committee (secondary)

<div align="right">_____
Signature</div>

    Other committees established by the school or district (list):

<div align="right">_____
Signature</div>

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 09/14/17.

Attested:

Gabriel Gonzalez
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Rosario Balderrama
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 09/14/17.
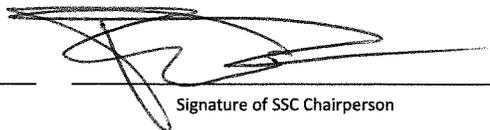
Attested:

Gabriel Gonzalez
_____
Typed Name of School Principal

_____
Signature of School Principal

10/6/17
Date

Rosario Balderrama
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

10-6-17
Date

Parent Involvement Policy

- One of the priority items of the staff at Salazar High School has been to keep the parents or guardian of our students involved and informed of their child's progress.

- Individual enrollment of each student with their parents or guardians is conducted by the administration. During the conference, the administrator will explain attendance policies and how Salazar operates. The conference is always conducted with just one family so that all information conveyed pertains to the interests of that family. The administrator will emphasize the student's plans and needs towards graduation.

- Each student and family is aware of the Student Handbook that tells about the school, outlines the rules and regulations and explains our grading and attendance system.

- Once a trimester a copy of the student's progress report is mailed home. At the end of the trimester, a copy of the final trimester grades is mailed home.

- Parents are encouraged to call or visit the school anytime to check on their child's attendance and progress.

- Parents are strongly encouraged to attend both the Back to School Night and Parent Conferences held in the fall and spring respectively. On these nights meetings will be held to inform the parents of the school's participation in specially funded programs like Title 1. The administrators and teachers will be available the rest of the evening for questions or personal conferences.

_____   _____
Student's Signature   Parent's Signature

_____   _____
Date   Date

Poliza de la Participacion de los Padres

- Una de las prioridades del personal de la Escuela Salazar ha sido mantener a los padres o guardianes de nuestros estudiantes envueltos e informados acerca del progreso de sus hijos.

- La matriculacion individual de cada alumno con sus padres o guardianes es llevada a cabo por el administrador. Durante la conferencia, el administrador explicara las normas para la asistencia y la forma en que opera Salazar. La conferencia siempre se lleva a cabo con una familia solamente para que asi toda la informacion comunicada corresponda a los intereses de esa familia. El administrador explicara el plan sobre los requisites para graduacion del alumno.

- Cada alumno y familia leen el Guia para el Estudiante *(Student Handbook)* con informacion acerca de la escuela, que plantea las reglas y reglamentos, ye que explica nuestro sistema de reportes de calificaciones y asistencia, que es el portal de padres.

- Una vez por trimestre se envia a casa una copia del reporte de progreso del alumno. Al fin del trimestre, se envia a casa una copia final de las calificaciones.

- Los padres estan invidados a llamar o visitar a la escuela en cualquier momento para verificar la asistencia y el progreso de sus hijos.

- Invitamos a los padres para que asistan tanto a la Noche de regreso a Clases *(Back to School Night)* y a las Conferencias De Padres *(Parent Conferences)* que se llevan a cabo durante el otono y la primavera respectivamente. Durante estas noches se llevaran a cabo juntas para informar a los padres acerca de la participacion de la escuela en programas financiados con fondos especiales como Titulo I. Los administradores ye maestros estaran disponibles el resto de la tarde para responder a preguntas o para conducir conferencias personales.

Firma del alumno	Firma del padres o la madre
Fecha	Fecha

Salazar High School
HONOR CODE

Cheating is defined as, but not limited to, the following:
- Copy or allowing any assignment to be copied by any method
- Use any unauthorized aid on quizzes, tests, or exams
- Steal, possess, or view a copy of a test beforehand
- Give or receive help on a test
- Take someone else's work and submit it as yours – PLAGIARISM
- Scan, alter, or forge any school document

Anyone found to be violating the HONOR CODE will be dealt with on an individual basis and may receive any of the following consequences from teacher and/or administrator:
- Automatic "F" (failure) on the assignment(s) or test(s)
- Parent conference
- Referral placed into student's file
- Student removed from any leadership role for the remainder of trimester or the school year
- Student banned from all school activities for the remainder of trimester or school year
- Disciplinary actions may be taken.

Behavior and Responsibility of Student, Parents and the School

Ruben Salazar High School strives to prepare students for responsible and productive citizenship while equipping them with the knowledge and skills inherent in a high school diploma. Successful attainment of this goal requires responsibility on the part of the total school community.

It is the responsibility of STUDENTS:
> To make school their top priority, to be self-disciplined in their behavior, and to treat people and property with respect.

It is the responsibility of PARENTS:
> To monitor, communicate with, and encourage their sons/daughters, to consistently support teacher and school expectations, and to communicate promptly with the school when they have questions or concerns. Parents may check on their student's progress and attendance by accessing the district's "Parent Portal", for more information call Salazar High School.

It is the responsibility of the TEACHERS:
> To communicate clear and reasonable expectations, to model and encourage positive behavior, and to be fair, firm, and consistent in the application of discipline as well as the recognition of positive progress and achievement. It is further the responsibility of teachers to involve parents early and often in both the problems and successes of students.

It is the responsibility of the ADMINISTRATION:
> To model, promote and acknowledge positive behavior, to support partnerships between teachers and parents, and to ensure that discipline policies are properly constructed and applied in accordance with the Education Code and Board Policy.

Filosofía sobre el Comportamiento y las Responsabilidades de los Alumnos, Padres de Familia y la Escuela

Rubén Salazar High School se esfuerza en preparar a os alumnos para ser ciudadanos responsables y productivos mientras se les provee con el conocimientos y habilidades inherentes al diploma de la secundaria. Lograr satisfactoriamente este objetivo requiere responsabilidad por parte de la total comunidad escolar.

Es la responsabilidad de los ESTUDIANTES:
Hacer de la escuela su principal prioridad, ser disciplinados en su comportamiento y tratar a la gente y a la propiedad privada con respeto.

### Es la responsabilidad de los PADRES DE FAMILIA:
Vigilar, comunicar y alentar a sus hijos(as), apoyar consistentemente al maestro y a las expectativas de la escuela, así como comunicarse lo antes posible con la escuela cuando tengan preguntas y dudas. Los padres pueden revisar el progreso y la asistencia de sus estudiantes por ingresar en "Parent Portal" del distrito, para más información llame a Salazar High School.

Es la responsabilidad de los MAESTROS:
Comunicar las expectativas claras y razonables, modelar y alentar el comportamiento positivo y ser justo, firme y consistente al aplicar disciplina, así como reconocer el progreso positivo y los logros. Es responsabilidad de los maestros el involucrar a los padres de familia temprana y frecuentemente tanto en los problemas así como en los éxitos de los alumnos.

Es la responsabilidad de la ADMINISTRACIÓN:
Modelar, promover y reconocer el comportamiento positivo para apoyar la asociación entre los maestros y los padres de familia y asegurar que las reglas de disciplina sean apropiadamente hechas y aplicadas de acuerdo con el Código de Educación y la Política del Consejo de Educación "Board".
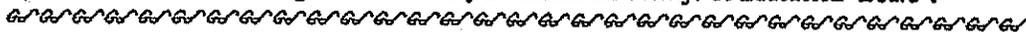
Reglas

1. Estar en tu salón cuando tengas clase y permanecer fuera del salón cuando no tengas clase.

2. No irse de la escuela ni estar en estacionamiento a la hora de las clases

3. Venir a la escuela únicamente durante el horario regular de clases.

4. No visitar el plantel de otra escuela a ninguna hora sin tener permiso de la administración.

5. Las visitas no son permitidas en el plantel sin tener el permiso previo de la oficina (esto incluye el estacionamiento y el área adyacente al atea de Educación Física.

6. Manténganse fuera de las áreas "No autorizadas".
   A. El área de trabajo de las secretarias, a menos que sean ayudantes.
   B. El área de Educación Física, a menos que tengan clase de Educación Física o en ocasiones especiales.
   C. El Rancho High School.
   D. Otras áreas designadas.

7. No se permiten mascotas sin previo permiso de la escuela.

8. Los teléfonos de los salones son solamente para asuntos de la escuela. Los alumnos no tienen permiso de utilizar los teléfonos de los salones ni contestarlos sin suenan. Los alumnos pueden utilizar los teléfonos de la oficina antes o después de clasés, durante el descanso o en el almuerzo.