Principal's Message

I would like to welcome you to Eleanor Roosevelt High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Eleanor Roosevelt High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Eleanor Roosevelt High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Eleanor Roosevelt High School is committed to creating a dynamic, innovative learning environment that meets the needs of our diverse student body, guiding students toward excellence in college and career readiness, while challenging them to be responsible citizens.
School Profile

Eleanor Roosevelt High School is located in the northern region of Eastvale and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 4079 students were enrolled, including 10.2% in special education, 5.4% qualifying for English Language Learner support, and 43.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>%</th>
<th>Grade Level</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>13.10</td>
<td>Grade 9</td>
<td>1140</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan</td>
<td>0.30</td>
<td>Grade 10</td>
<td>1077</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td>Grade 11</td>
<td>972</td>
</tr>
<tr>
<td>Asian</td>
<td>12.90</td>
<td>Grade 12</td>
<td>859</td>
</tr>
<tr>
<td>Filipino</td>
<td>6.00</td>
<td>Ungraded</td>
<td>31</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>47.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>18.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>0.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically</td>
<td>43.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>5.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Enrollment 4,079

Physical Fitness

Physical Fitness Test

<table>
<thead>
<tr>
<th>Grade Tested</th>
<th>Four of Six</th>
<th>Five of Six</th>
<th>Six of Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>18.6%</td>
<td>29.7%</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance.

Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Eleanor Roosevelt High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE’s website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2016-17

<table>
<thead>
<tr>
<th>ERHS</th>
<th>CNUSD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PI Status</td>
<td>N/A</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of PI</td>
<td>N/A</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Year in PI</td>
<td>N/A</td>
<td>Year 3</td>
</tr>
<tr>
<td>No. of Schools Currently in PI</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>% of Schools Currently in PI</td>
<td>66.7%</td>
<td></td>
</tr>
</tbody>
</table>

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school’s overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

<table>
<thead>
<tr>
<th>Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts/Literacy (grades 3-8 and 11)</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
</tr>
</tbody>
</table>

Eleanor Roosevelt High School 2015-16 School Accountability Report Card
Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

### 2015-16 CAASPP Assessment Results Disaggregated by Student Groups

#### English Language Arts - Grade 11

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th># Tested</th>
<th>% Tested</th>
<th>% Meeting or Exceeding State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>935</td>
<td>922</td>
<td>98.61</td>
<td>74.59</td>
</tr>
<tr>
<td>Male</td>
<td>457</td>
<td>450</td>
<td>98.47</td>
<td>70.82</td>
</tr>
<tr>
<td>Female</td>
<td>478</td>
<td>472</td>
<td>98.74</td>
<td>78.18</td>
</tr>
<tr>
<td>African-Amer.</td>
<td>120</td>
<td>120</td>
<td>100.00</td>
<td>65.00</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>128</td>
<td>125</td>
<td>97.56</td>
<td>86.40</td>
</tr>
<tr>
<td>Filipino</td>
<td>52</td>
<td>51</td>
<td>98.08</td>
<td>92.16</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>457</td>
<td>452</td>
<td>98.91</td>
<td>69.91</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Caucasian</td>
<td>157</td>
<td>153</td>
<td>97.45</td>
<td>79.61</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>47</td>
<td>43</td>
<td>91.49</td>
<td>11.63</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>438</td>
<td>433</td>
<td>98.86</td>
<td>67.90</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>89</td>
<td>88</td>
<td>98.88</td>
<td>12.50</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Mathematics - Grade 11

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th># Tested</th>
<th>% Tested</th>
<th>% Meeting or Exceeding State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>935</td>
<td>922</td>
<td>98.82</td>
<td>35.17</td>
</tr>
<tr>
<td>Male</td>
<td>457</td>
<td>450</td>
<td>98.47</td>
<td>36.97</td>
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<tr>
<td>Female</td>
<td>479</td>
<td>475</td>
<td>99.16</td>
<td>33.47</td>
</tr>
<tr>
<td>African-Amer.</td>
<td>121</td>
<td>121</td>
<td>100.00</td>
<td>20.66</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>128</td>
<td>127</td>
<td>99.22</td>
<td>67.46</td>
</tr>
<tr>
<td>Filipino</td>
<td>52</td>
<td>51</td>
<td>98.08</td>
<td>49.02</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>457</td>
<td>454</td>
<td>99.34</td>
<td>28.63</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Caucasian</td>
<td>157</td>
<td>152</td>
<td>96.82</td>
<td>36.84</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>47</td>
<td>45</td>
<td>95.74</td>
<td>15.56</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>439</td>
<td>435</td>
<td>99.09</td>
<td>28.97</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>89</td>
<td>88</td>
<td>98.88</td>
<td>4.55</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### CAASPP Test Results in Science by All Students

<table>
<thead>
<tr>
<th>Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and 10)</td>
</tr>
<tr>
<td>Total Enrollment</td>
</tr>
<tr>
<td>70</td>
</tr>
</tbody>
</table>

### CAASPP Test Results in Science by Student Group

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th># Students with Valid Scores</th>
<th>% Students with Valid Scores</th>
<th>% Meeting or Exceeding State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1072</td>
<td>1037</td>
<td>96.74</td>
<td>55.64</td>
</tr>
<tr>
<td>Male</td>
<td>552</td>
<td>539</td>
<td>97.64</td>
<td>54.55</td>
</tr>
<tr>
<td>Female</td>
<td>520</td>
<td>498</td>
<td>95.77</td>
<td>56.83</td>
</tr>
<tr>
<td>African-Amer.</td>
<td>136</td>
<td>132</td>
<td>97.06</td>
<td>51.52</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>154</td>
<td>149</td>
<td>96.75</td>
<td>72.48</td>
</tr>
<tr>
<td>Filipino</td>
<td>66</td>
<td>66</td>
<td>100.00</td>
<td>72.73</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>510</td>
<td>496</td>
<td>97.25</td>
<td>44.56</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Caucasian</td>
<td>183</td>
<td>175</td>
<td>95.63</td>
<td>68.00</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>13</td>
<td>12</td>
<td>92.31</td>
<td>66.67</td>
</tr>
<tr>
<td>English Learners</td>
<td>59</td>
<td>54</td>
<td>91.53</td>
<td>12.96</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>461</td>
<td>444</td>
<td>96.31</td>
<td>41.22</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<td>97</td>
<td>97.00</td>
<td>31.96</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

1. **Conditions of Learning – State Priority 1:** Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

2. **Parental Involvement – State Priority 3:** Covered in Parent Involvement.

3. **Pupil Achievement – State Priority 4:** Covered in California Assessment of Student Performance and Progress, including the CAASPP charts, and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

4. **Pupil Engagement – State Priority 5:** Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

5. **School Climate – State Priority 6:** Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

6. **Other Pupil Outcomes – State Priority 8:** Covered in Physical Fitness, including the Physical Fitness Test chart.
Parent Involvement

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, automated telephone messages, Twitter, Facebook, weekly e-newsletters, the Parents on Point Workshops, and the Parent Resource Center. Contact the school office at (951) 738-2100 for more information on how to become involved in your child’s learning environment.

Opportunities to Volunteer
Library Assistant
Chaperone School Events
Performances and Events
Field Trips
Book Room
Booster Clubs
Parent Teacher Student Association (PTSA)

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council
Booster Clubs (Various Programs)
Roosevelt Parent Advisory Group
WASC Parent Committee

School Activities
Back to School Night
Open House
Sports Events
Student Orientation
VIP Parent Volunteer Reception
College Nights
Financial Aid Workshops
8th Grade Orientation
Athletic Parent Nights
Student Performances (Theater & Music)
Parent Link for Freshman Parents

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Eleanor Roosevelt High School's original facilities were built in 2006; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of nine portable classrooms
- Addition of A/C unit in gymnasium
- Installation of new turf on football/soccer field
- Widening of the campus entry
- Addition of school logo outside of theater
- Addition of electronic infrastructure to theater
- Addition of fencing in the stadium
- Relocation of bike rack
- Painting of gymnasium foyer
- Remodeling of staff restrooms in buildings B & F
- Addition of 7 portable classrooms (2016-17)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Eight day custodians and nine evening custodians are assigned to Eleanor Roosevelt High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

<table>
<thead>
<tr>
<th>Campus Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Built</td>
<td>2006</td>
</tr>
<tr>
<td>Acreage</td>
<td>58</td>
</tr>
<tr>
<td>Square Footage</td>
<td>367000</td>
</tr>
<tr>
<td>Permanent Classrooms</td>
<td>150</td>
</tr>
<tr>
<td>Portable Classrooms</td>
<td>16</td>
</tr>
<tr>
<td>Restrooms (sets)</td>
<td>65</td>
</tr>
<tr>
<td>Computer Lab(s)</td>
<td>4</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Attendance Office(s)</td>
<td>1</td>
</tr>
<tr>
<td>Band Room(s)</td>
<td>1</td>
</tr>
<tr>
<td>Cafeteria(s)</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium(s)</td>
<td>1</td>
</tr>
<tr>
<td>Theatrical Auditorium(s)</td>
<td>1</td>
</tr>
<tr>
<td>Weight Room(s)</td>
<td>1</td>
</tr>
</tbody>
</table>

Facilities Inspection
The district's maintenance department inspects Eleanor Roosevelt High School on an annual basis in accordance with Education Code §17592.72(c)(1). Eleanor Roosevelt High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, December 14, 2016. Deficiencies noted in the school inspection survey were
corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

Eleanor Roosevelt High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Eleanor Roosevelt High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in April 2016.

Classroom Environment

Discipline & Climate for Learning

Eleanor Roosevelt High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Classroom Environment

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Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.
Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Integrated Math 1 to receive a high school diploma from Eleanor Roosevelt High School. Alternative methods of acquiring a diploma are available through the Continuation School, Adult school, and Alternative School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Eleanor Roosevelt High School. The following table illustrates the percentage of students graduating from Eleanor Roosevelt High School who have met both CAHSEE and district graduation requirements.

<table>
<thead>
<tr>
<th>Completion of High School Graduation Requirements for the Graduating Class of: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>African-American Native</td>
</tr>
<tr>
<td>Amer. Indian or Alaskan Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Filipino</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Pacific Islander</td>
</tr>
<tr>
<td>Caucasian</td>
</tr>
<tr>
<td>Multi-Racial</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Eleanor Roosevelt High School revolve around the California State Content Standards and Frameworks. During the 2015-16 school year, Eleanor Roosevelt High School held staff development devoted to:

- Close Read Complex, Grade Level Text
- Common Core State Standards
- Communicate Using Precise Academic Language
- Evidence-Based Claims and Conjectures
- Engage in Evidence-Based Writing
- Structured Collaborative Conversations
• Educational Technology Training
• C-3 Framework (Social Science Department Training)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Eleanor Roosevelt High School supports ongoing professional growth throughout the year on weekly collaboration team meetings, conferences, and pull out times throughout the year. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Eleanor Roosevelt High School's teachers attended the following events hosted by the Corona-Norco Unified School District:

• Close Reading
• Technology
• Depth of Knowledge
• SIOP in Action
• Mathematics
• English Language Development
• Dual Language Immersion
• AVID
• English Language Arts
• Step Up to Writing
• Professional Learning Communities
• Positive Behavior Intervention and Support (PBIS)
• Rick Morris: Classroom Management Strategies
• Best Teaching Practices

Eleanor Roosevelt High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Staff Development Days

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

The Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 44 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Textbooks

<table>
<thead>
<tr>
<th>Adoption Year</th>
<th>Publisher &amp; Series</th>
<th>Pupils Lacking Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Pearson Prentice Hall, Timeless Voices, Timeless Themes</td>
<td>0 %</td>
</tr>
</tbody>
</table>

| Foreign Languages |
|-------------------|------------------|--------------------------|
| 2012 | Cheng & Tsui Company, Chinese 1A-1B, 2A-2B & 3A-3B, 4A-4B | 0 % |
| 2012 | Cheng & Tsui Company, Chinese for Native Speakers 1A-1B & 2A-2B | 0 % |
| 2012 | Cheng & Tsui Company, Chinese Language and Culture | 0 % |
| 2002 | EMC Paradigm, French 1A-1B, 2A-2B & 3A-3B | 0 % |
| 2002 | Holt, German 1A-1B, 2A-2B, 3A-3B | 0 % |
| 2002 | Holt, German 4A-4B AP | 0 % |
| 2013 | Houghton Mifflin Harcourt, Spanish 4 AP Literature | 0 % |
| 2013 | Pearson, Spanish 4A-4B | 0 % |
| 2013 | Prentice Hall, French 4A-4B AP | 0 % |
| 2002 | Prentice Hall, Spanish for Native Speakers 1A-1B & 2A-2B | 0 % |

| History-Social Science |
|------------------------|------------------|--------------------------|
| 2006 | Bedford, Freeman, Worth, Psychology, 8th Edition (AP Psychology) | 0 % |
| 2003 | Bedford, Freeman, Worth, Thinking about Psychology: The Science of Mind and Behavior | 0 % |
| 2006 | Glencoe/McGraw-Hill, Glencoe World History: Modern Times | 0 % |
| 2006 | Glencoe/McGraw-Hill, The American Vision: Modern Times | 0 % |
| 2006 | Holt McDougal, Modern World History | 0 % |

### Instructional Materials

All textbooks used in the core curriculum at Eleanor Roosevelt High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.
Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

### Courses for UC/CSU Admission

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Students enrolled in courses required for UC/CSU admission</td>
<td>0.0</td>
</tr>
<tr>
<td>2014-15 Graduates who completed all courses required for UC/CSU admission</td>
<td>59.6</td>
</tr>
</tbody>
</table>

### Advanced Placement

In 2015-16, Eleanor Roosevelt High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

### Advanced Placement Courses Offered & Student Participation 2015-16

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Courses Offered</th>
<th>% of Students in AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

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### College Preparation & Work Readiness

#### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

#### Admission Requirements for California Public
Workforce Preparation
Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Eleanor Roosevelt High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Eleanor Roosevelt High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- CTE/Regional Occupational Programs
- Workability
- Career Pathways
- Internships
- Certifications
- California Colleges

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the Career Center advisor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2015-16 school year, Eleanor Roosevelt High School offered the following career technical education programs as elective courses:

- Architectural Design
- Business Management
- Engineering Design
- Financial Services
- Gaming and Simulation
- Information Services and Support
- Machine and Forming Technologies
- Production and Managerial Arts
- Residential and Commercial Energy and Utilities
- CTE Construction Technician 1A, 1B, 2A, 2B
- CTE First Responders A and B
- CTE Law Enforcement A and B
- CTE Medical Assistant Front Office
- CTE Pharmacy Technician
- CTE Retail Sales/Marketing B

Eleanor Roosevelt High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Eleanor Roosevelt High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at http://www.cde.ca.gov/ci/ct/

Professional Staff
Counseling & Support Staff
Eleanor Roosevelt High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Eleanor Roosevelt High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

<table>
<thead>
<tr>
<th>Counselors &amp; Support Personnel (Nonteaching Professional Staff) 2015-16</th>
<th>No. of Staff</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Health Clerk(s)</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Librarian(s)</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Library Media Technician(s)</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse(s)</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>Psychologist(s)</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Resource Officer(s)</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Speech &amp; Language Pathologist(s)</td>
<td>1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.
Teacher Assignment
During the 2015-16 school year, Eleanor Roosevelt High School had 168 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

<table>
<thead>
<tr>
<th>School</th>
<th>Taught by NCLB-Compliant Teachers</th>
<th>Taught by non-NCLB - Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleanor Roosevelt High School</td>
<td>94.4 %</td>
<td>5.7 %</td>
</tr>
<tr>
<td>District Totals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td>94.9 %</td>
<td>5.1 %</td>
</tr>
<tr>
<td>High-Poverty</td>
<td>94.7 %</td>
<td>5.3 %</td>
</tr>
<tr>
<td>Low-Poverty</td>
<td>95.2 %</td>
<td>4.8 %</td>
</tr>
</tbody>
</table>

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Expenditures Per Student
For the 2014-15 school year, Corona-Norco Unified School District spent an average of $8,666 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs
- Other Local: Locally defined

District Expenditures
Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)
### Expense of Education Per Pupil
#### 2014-15

<table>
<thead>
<tr>
<th>Dollars Spent per Student</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ERHS</strong></td>
<td><strong>CNUSD</strong></td>
<td><strong>% Diff. School &amp; Dist.</strong></td>
<td><strong>State Avg., Dist. Same Size &amp; Type</strong></td>
<td><strong>% Diff. School &amp; State</strong></td>
<td></td>
</tr>
<tr>
<td>ADA*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total**</td>
<td>$5,899</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Restr.†</td>
<td>$795</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unrestr.‡‡</td>
<td>$5,104</td>
<td>$5,362</td>
<td>95.18</td>
<td>$5,677</td>
<td>89.91</td>
</tr>
<tr>
<td>Avg. Teacher Salary</td>
<td>$80,462</td>
<td>$89,308</td>
<td>90.09</td>
<td>$75,837</td>
<td>106.10</td>
</tr>
</tbody>
</table>

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

* Average Daily Attendance

### SARC Data

**DataQuest**

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Eleanor Roosevelt High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

**Public Internet Access Location**

Parents may access Eleanor Roosevelt High School's SARC and access the internet at any of the county's public libraries. The closest public library to Eleanor Roosevelt High School is Norco Branch Library, a branch of Riverside County Library System.

Address: 3954 Old Hamner, Norco
Phone Number: (951) 735-5329
WebSite: http://rivlib.com
Number of Computers Available: 6

**Disclosure**

The statistical information disclosed in this report is obtained from the California Department of Education and the Corona-Norco Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2016. Data to prepare the school facilities section were acquired in January 2017.