

# **Ripon High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Ripon High School
Street	301 North Acacia Ave.
City, State, Zip	Ripon, CA 95366-2403
Phone Number	(209) 599-4287
Principal	Keith Rangel
Email Address	krangel@riponusd.net
Website	www.riponhigh.net
County-District-School (CDS) Code	39686503935756

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ripon Unified District
Phone Number	(209) 599-2131
Superintendent	Dr. Ziggy Robeson
Email Address	zrobeson@riponusd.net
Website	www.riponusd.net

### School Description and Mission Statement (School Year 2020-2021)

The City of Ripon is home to over 17,300 residents, and is located 70 miles south of Sacramento and approximately 90 miles east of San Francisco. It is the most southeasterly town in the agriculturally rich San Joaquin County. The region is semi-rural and increasing in population. The community is primarily residential and farming, and it prides itself on its small town atmosphere. Ripon has grown over the last 14 years with a 45% increase in population size. What once was a small farming community, is comprised of local and national businesses as well as large agrarian areas. Ripon High School is one of two high schools in the Ripon Unified School District and is fed by five K-8 schools. Moderate growth in the area is expected to impact the school, increasing enrollment and diversity. The current enrollment of 1000 students represents increasingly diverse ethnic and socio-economic groups with a wide range of language skills and academic abilities. More than half of the student population is White, not hispanic, with the remaining students primarily Hispanic. RHS has produced quality academic results with students for many years. Our CAASPP scores are among the top scores in San Joaquin County and continue to show academic excellence.

Our VISION is that Ripon High School is a safe, supportive school that focuses on strong academics. Respect, accountability, and integrity are the core elements in encouraging and preparing our students for productive lives. We have high expectations and provide a wide range of activities that our students enjoy. Our students communicate effectively making full use of technological resources and strive to achieve their highest potential.

The MISSION of the Ripon High School Community is to promote the success of every student. To accomplish this, Ripon High School's expected Student Learner Outcomes are:

**Academic Achievers who:**

- Demonstrate proficiency in reading, writing, and mathematics
- Demonstrate use of available resources for problem solving
- Demonstrate individual proficiency in content areas

Support others academically, socially, and emotionally.

Be willing to accept the support of others.

**Community Contributors:**

- Understand the rights and responsibilities of citizenship.
- Respect of staff, peers, and yourself.
- Participate in community service

**Effective Communicators:**

- Use appropriate, supportive, and respectful language
- Work well as team members
- Be aware of digital footprint

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 9	263
Grade 10	283
Grade 11	245
Grade 12	209
Total Enrollment	1,000

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	4.5
Filipino	2.4
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0.2
White	53
Two or More Races	3.5
Socioeconomically Disadvantaged	32.8
English Learners	7.2
Students with Disabilities	8.9
Foster Youth	0.1
Homeless	2.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	45	48	47	162
Without Full Credential	2	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	5	7	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments*	0	6	10
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 9-11: Study Sync CA  The California State University Press - 2nd edition; 2013 12: Expository Reading and Writing (ERWC)	Yes	0
Mathematics	Freeman; 2012 AP Statistics: The Practice of Statistics for AP, 4th Edition  Heath; 1995 Statistics: Understanding Statistics, 5th Edition	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Houghton Mifflin; Pre-Calculus: Pre-Calculus with Limitations, 2nd Edition; 1997 AP Calculus: Calculus; 8th Edition; 2006</p> <p>Mathematics College Prep Math; 2015 International Math: Secondary Core Connections I-III Mathematics (MVP online)</p>		
<b>Science</b>	<p>Addison-Wesley; 1995 Chemistry: Chemistry, 4th Edition</p> <p>Benjamin Cummings; 1997 Anatomy: Essentials of Human Anatomy and Physiology, 5th Edition</p> <p>Campbell; 2014 AP Biology: Campbell Biology, 10th Edition</p> <p>Freeman; 2015 AP Environmental Science: AP Environmental Science; 2nd Edition</p> <p>Glencoe McGraw-Hill; 2005 Honors Biology: Biology, 7th Edition</p> <p>Holt, Rinehart, and Winston; Physics: Physics, California; 2007</p> <p>STEMscopes CA NGSS 3D; Physics, 2018 Conceptual Physics: STEMscopes CA NGSS 3D uses the 5E plus intervention and acceleration phenomena-based instructional resources wrapped in customizable segments. Available in digital, kit and print formats</p> <p>Houghton Mifflin; 2013 AG Environmental Science: Environmental Science</p> <p>Pearson Prentice Hall; 2020 Biology &amp; AG Biology: Experience Biology, The Living Earth California, 3-Course Model</p>	Yes	0
<b>History-Social Science</b>	<p>Holt McDougal; 2010 World Geography: Geography</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>McDougal Littell; 2006 US History: The Americans, Reconstruction to the 21st Century - CA Edition World History: Modern World History, Patterns of Interaction - CA Edition</p> <p>Pearson Prentice Hall; AP Government: Government in America, AP Edition; 2014 AP Human Geography: The Cultural Landscape, 12th Edition; 2017 Economics: Principals in Action; 2007 Government: Magruder's American Government, California; 2006</p> <p>Wadsworth Cengage Learning; AP World History: The Earth and Its Peoples, AP Edition, A Global History; 2011 AP US History: The American Pageant, AP Edition, 14th Edition; 2010</p> <p>Worth; 2013 Psychology: Thinking About Psychology, 3rd Edition</p>		
<b>Foreign Language</b>	<p>Wayside Publishing; 2012 AP Spanish Literature: Azulejo, 2nd Edition;</p> <p>Vista Higher Learning; Spanish I &amp; II: Descubre I; 2011 Spanish III &amp; IV: Descubre II; 2014</p>		0
<b>Health</b>	<p>Holt, Rinehart, and Winston; Health: Lifetime Health, 2009</p>		0
<b>Visual and Performing Arts</b>	<p>McGraw Hill; 2011 Music: Music, An Appreciation, 10th Edition</p>		0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient		0

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

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	(F Bldg) Carpet has been replaced. #4 Main gym ceiling tiles continue to fall occasionally. (Multi-Use Bldg) ##4 All flooring needs replacement except in staff lounge, interior wallpaper needs replacing
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	(Field) Restrooms are old, not ADA compliant, need new restroom building - Construction starting 12/2020
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Fair	Dry rot on fascia board, Roofing needs replaced as monies allow. -Fascia board has been replaced.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	76	N/A	64	N/A	50	N/A
Mathematics (grades 3-8 and 11)	41	N/A	45	N/A	39	N/A

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	39	N/A	41	N/A	30	N/A

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

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

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

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

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

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

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

**Career Technical Education Programs (School Year 2019-2020)**

Ripon High School offers a wide range of CTE courses that prepares students for post secondary careers or allow them to further their education in their chosen field. Programs are offered in; Agriculture and Natural Resources, Information and Communication Technologies, Business and Finance and Education, Child Development and Family Services.

RHS currently meets with the local industries in our CTE Advisory Meetings to get input on what skills are currently necessary for our students to succeed. We have local partnerships with local farmers, program designers, transportation and trucking company, energy company (PG&E) and local hardware stores.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	532
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	55.68

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

All parents are encouraged to participate in Ripon High programs and activities. Parents may serve as members of the School Site Council, Agriculture Advisory, English Language Advisory, Boosters (including band, JROTC, and numerous athletic organizations). RHS is active on social media through Facebook, Twitter and a "Superfan" APP. Our website shares our contact information in an easy to read format and has links for direct contact. Likewise, RHS administrators provide supervision before and after school when parents are able to approach us with questions or schedule a meeting if needed. RHS continues to hold Student-Study Team meetings on a regular basis at both parent and teacher requests.

Ripon High teachers provide students and parents with a syllabus including contact information. In the fall, RHS holds an innovative annual "Back to School Night, where parents are able to follow their student's class schedule for a night. This gives parents the opportunity to meet all their students' teachers and visit each class. Due to Covid, this event was held virtually. RHS also holds an annual open house and college reveal night in the spring. In the Spring, RHS holds an "Open House" for 8th grade parents, AP Night, and Athletic Night for all stakeholders to attend.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.5	1.9	2.1	11.7	16.2	21.7	9.1	9.6	9
Graduation Rate	99.1	98.1	97.9	77.4	75.4	76.4	82.7	83	84.5

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	12.1	9.6	3.7	2.6	3.5	3.5
Expulsions	0.4	0.1	0.1	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.19	1.97	
<b>Expulsions</b>	0.09	0.08	

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

## School Safety Plan (School Year 2020-2021)

The procedures in the Ripon High School Safety Plan and Crisis Response Plan are practiced and reviewed in an ongoing manner with updates being made as necessary. The schools' safety committee meets weekly to discuss safety issues and update procedures as appropriate. Members include Ripon Police, administration, counselor, campus supervisors, secretary, and other staff as appropriate to give input. Topics range from emergency drills, student safety, sanitation dress code, and student supervision.

Weekly meetings are held with site administration and district staff to discuss any potential safety issues. Additionally, Ripon High is geographically close to an elementary and continuation High School and includes these schools in lockdown, fire and other possible emergency threats.

Ripon High School reviews safety procedures and plans with all staff. Emergency Classroom Lockdown Kits are located in each classroom in the event of a lockdown or emergency. School Site Council approves the School Safety Plan each year. All teachers have received a RED FlipChart for use in their classroom for emergency response procedures. Fire, lock down, and earthquake drills continue to be held to meet state requirements.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>English Language Arts</b>	21	24	24	1	20	24	30		23	15	36	
<b>Mathematics</b>	22	16	20	2	22	14	27		21	15	26	1
<b>Science</b>	22	11	18	1	24	7	24		25	9	23	
<b>Social Science</b>	22	15	23	5	24	10	24	5	25	10	24	8

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
<b>Academic Counselors*</b>	333.3

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	1113.34	2443.37	8669.97	72676.63
District	N/A	N/A	8063.62	\$72,732
Percent Difference - School Site and District	N/A	N/A	7.2	-0.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	11.2	-4.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

Programs and supplemental services available at Ripon High School include English Learner services, special education services, response to intervention via Ripples, JROTC and CTE courses that will prepare students for post secondary careers or allow them to further their education in their chosen field. Programs offered in 19/20; Agriculture and Natural Resources, Information and Communication Technologies, Business and Finance and Education, Child Development and Family Services. We continue to provide teacher support through instructional coaching and have allocated three periods using two teachers. This has increased collaboration and the development of best instructional practices. Social and emotional learning has become an area of emphasis to support the whole child as we use Character Strong on a weekly basis. This curriculum helps with character building, decision making, as well as school climate/ culture.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,461	\$47,145
Mid-Range Teacher Salary	\$68,568	\$74,952
Highest Teacher Salary	\$92,520	\$96,092
Average Principal Salary (Elementary)	\$120,078	\$116,716
Average Principal Salary (Middle)		\$120,813
Average Principal Salary (High)	\$132,365	\$131,905

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$176,617	\$192,565
<b>Percent of Budget for Teacher Salaries</b>	35.0	31.0
<b>Percent of Budget for Administrative Salaries</b>	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>		N/A
<b>English</b>	4	N/A
<b>Fine and Performing Arts</b>	1	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	3	N/A
<b>Science</b>	3	N/A
<b>Social Science</b>	8	N/A
<b>All courses</b>	20	29.8

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	4

This section provides information on the annual number of school days dedicated to districtwide staff development for the most recent three-year period.

District wide, Ripon Unified is committed to staff development and before the current budget crisis provided several contracted staff development days for teachers.

- 2019-20 5 days
- 2018-19 4 days
- 2017-18 5 days
- 2016-17 4 days

Professional Development is planned in a collaborative manner as staff are given a survey on best teaching practices to increase staff buy in. Additionally, student data/ evidence is analyzed to prioritize needs. Math, EL strategies, and using technology platforms to increase checking for understanding throughout the lesson. In addition, professional development days have been allotted for Math, Technology, EL and Science cadres for specific training in these areas. All RHS cadre's have three Professional Development days allocated. Ripon High staff meets weekly for collaboration and professional development opportunities within Ripon High's structure. Administration seeks staff input for the goals we have set for ourselves. During the spring/ summer of 2020, while school buildings were shut down, we established a small group of five and put together resources for distance learning while also doing a book study on distant learning written by John Hatti.

RHS continues to focus on educated the "whole child" while building on relationships through Social and Emotional Learning and providing best instructional practices for all student groups while using the Character Strong curriculum.