

# Ripon High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

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

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

## School Description and Mission Statement (School Year 2019-20)

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  
 Demonstrate use of current technologies  
 Develop and pursue goals

\* Community Contributors:

Understand the rights and responsibilities of citizenship  
 Respect individual differences  
 Participate in community service

\* Effective Communicators:

Successfully exchange and interpret ideas through oral and written language  
 Work well as team members  
 Be aware of digital footprint  
 Use of appropriate, supportive and respectful language

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Grade 9	293
Grade 10	262
Grade 11	225
Grade 12	190
Total Enrollment	970

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.5
Asian	4.4
Filipino	2.2
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.3
White	53.7
Two or More Races	2.7
Socioeconomically Disadvantaged	32.9
English Learners	6.8
Students with Disabilities	7.2
Foster Youth	0.1
Homeless	2

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	45	48	157.5
Without Full Credential	3	2	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	4
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 Instructional Materials (School Year 2019-20)

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; 2016 AP Statistics: The Practice of Statistics for AP, 4th Edition  Heath; 1995 Statistics: Understanding Statistics, 5th Edition  Houghton Mifflin; Pre-Calculus: Pre-Calculus with Limitations, 2nd Edition; 1997 AP Calculus: Calculus; 8th Edition; 2005  Mathematics College Prep Math; 2015 International Math: Secondary I-III Mathematics (MVP online)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Addison-Wesley; 1995 Chemistry: Chemistry, 4th Edition</p> <p>Benjamin Cummings; 1999 Physiology: Essentials of Human Anatomy and Physiology, 5th Edition</p> <p>Campbell; 2016 AP Biology: Campbell Biology, 10th Edition</p> <p>Freeman; 2016 AP Environmental Science: AP Environmental Science; 2nd Edition</p> <p>Friedland and Relyea; 2016 AP AG Environmental: Environmental Science for AP, 2nd Edition</p> <p>Glencoe McGraw-Hill; 2005 Honors Biology: Biology, 7th Edition Life Science: Life Science</p> <p>Holt, Rinehart, and Winston; AG Biology: Biology, Principles &amp; Exploration; 2001 Physics: Physics, California; 2007</p> <p>Houghton Mifflin; 2013 AG Science: Environmental Science</p> <p>Pearson Prentice Hall; Biology: Biology; 2002 Earth Science: Earth Science California; 2006 Physics: Conceptual Physics - The High School Physics Program and Laboratory Manual and Practice Book; 2009</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Houghton Mifflin; 2016 World Geography: Geography</p> <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; 2016 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>	Yes	0
<b>Foreign Language</b>	<p>Houghton Mifflin; 2003 AP Spanish: Continuemos</p> <p>McDougal Littell; 1999 Spanish III and IV: Dime Dos</p> <p>Vista Higher Learning; Spanish I: Descumbre I; 2015 Spanish II: Descumbre II; 2016</p>		0
<b>Health</b>	<p>Holt, Rinehart, and Winston; Health: Lifetime Health, 2010</p>		0
<b>Visual and Performing Arts</b>	<p>McGraw Hill; 2011 Music: Music, An Appreciation, 10th Edition</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Sufficient		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Exterior needs painting. Some roofs need repairing. Bathrooms need modernizing. Exterior painting is scheduled for summer 2020.

### School Facility Good Repair Status (Most Recent Year)

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 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:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	#4 Main gym ceiling tiles continue to fall occasionally #4 All (MUB) flooring needs replacement except in staff lounge, interior wall paper needs replacing (F BLDG, H1-H3) Carpet has been replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	(Field) Restrooms are old, not ADA compliant, need new restroom building
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Dry rot on fascia board, Roofing needs replaced as monies allow.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	68	76	60	64	50	50
Mathematics (grades 3-8 and 11)	40	41	45	45	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	218	98.64	1.36	76.15
Male	100	100	100.00	0.00	75.00
Female	121	118	97.52	2.48	77.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	67.09
Native Hawaiian or Pacific Islander					
White	117	116	99.15	0.85	81.03



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.59	1.41	58.57
English Learners	18	18	100.00	0.00	33.33
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	219	99.10	0.90	40.64
Male	100	100	100.00	0.00	38.00
Female	121	119	98.35	1.65	42.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100.00	0.00	31.25
Native Hawaiian or Pacific Islander					
White	117	116	99.15	0.85	43.97
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.00	0.00	21.13
English Learners	18	18	100.00	0.00	5.56
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

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.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

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 Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	533
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	29.6
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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.94
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	51.96

### 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 2018-19)

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
9	19.9	28.7	31.6

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

## 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 2019-20)

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 is extremely open to Student-Study Teams and regularly holds them 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. 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.5	0.5	1.9	1.4	11.7	16.2	9.7	9.1	9.6
Graduation Rate	98.5	99.1	98.1	98.2	77.4	75.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	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
<b>Suspensions</b>	11.1	12.1	9.6	4.2	3.7	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.4	0.1	0.1	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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, 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 reviewed safety procedures and plans on August 9, 2019, with all staff. Emergency Classroom Lockdown Kits are located in each classroom in the event of a lockdown or emergency. School Site Council approved the School Safety Plan on October 7, 2019. Each teacher has received a RED FlipChart for use in their classroom for emergency response procedures.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	21	24	20	4	21	24	24	1	20	24	30	
<b>Mathematics</b>	23	15	13	7	22	16	20	2	22	14	27	
<b>Science</b>	24	11	11	7	22	11	18	1	24	7	24	
<b>Social Science</b>	25	11	14	11	22	15	23	5	24	10	24	5

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	323.3

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10415.80	2100.72	8315.08	71572.32
District	N/A	N/A	7508.87	\$69,803.00
Percent Difference - School Site and District	N/A	N/A	10.2	0.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	10.5	-3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Programs and supplemental services available at Ripon High School include English Learner services, special education services, response to intervention, JROTC and CTE courses that will prepare 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. We have increased teacher support through instructional coaching and have allocated four periods using two teachers. This has increased collaboration and the development of best instructional practices. A .75 counselor was added to increase student services in college and career readiness.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,330	\$46,208
Mid-Range Teacher Salary	\$66,933	\$72,218
Highest Teacher Salary	\$90,337	\$92,742
Average Principal Salary (Elementary)	\$114,171	\$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$124,218	\$127,356
Superintendent Salary	\$170,645	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	17	20.5

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

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

Additionally, Professional development days are 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. Ripon High staff completed a survey to prioritize professional learning topics to support student learning.

2019/2019 RHS has focused on relationships through Social and Emotional Learning and providing best instructional practices for all student groups.