

Ramona High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Ramona High School
Street	7675 Magnolia Ave.
City, State, Zip	Riverside, CA 92504-3627
Phone Number	(951) 352-8429
Principal	Dr. Jamie Angulo
E-mail Address	jangulo@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Ramona
CDS Code	33-67215-3336492

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Students at Ramona can choose from a wide selection of programs and experiences to engage in. The Visual and Performing Arts Magnet mentors young artists in singing, dancing, acting, visual arts, piano, guitar, strings and instrumental music. The award winning Dynasty Band and Color guard has performed in France, Chicago, Las Vegas and across California, as well as commercials and music videos. Marine Core JROTC develops leadership and character while instilling responsibilities of citizenship. Ramona is home to one of the top five AVID programs in the nation. Health and Bioscience Academy prepares students for healthcare professions and postsecondary opportunities through mentorship, job shadowing and earning articulated college credit. Ramona U program offers students the chance to recover credits needed to earn a high school diploma, along with teaching students' goal setting and perseverance. Ramona has over 75 service, athletic, academic and student interest clubs for students to participate in. There are a variety of community service organization that provide hundreds of opportunities to help others. Ramona has a rich tradition of athletics that develop character, responsibility, work ethic, skill and lifelong friendships. Through these various experiences, along with a rigorous top quality base academic program, Ramona exists to educate, inspire and prepare students to be college and career ready.

It is the responsibility and goal of the entire Ramona High School community that Ramona graduates will be:

Communication Masters

Academic Achievers

Responsible Citizens

Empowered Adults

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	603
Grade 10	509
Grade 11	534
Grade 12	482
Total Enrollment	2,128

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.3
Asian	1.7
Filipino	0.3
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.2
White	14.5
Two or More Races	1.1
Socioeconomically Disadvantaged	82.5
English Learners	12.4
Students with Disabilities	12.7
Foster Youth	0.3

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	86	86	88	1855
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	2	3
Total Teacher Misassignments *	0	2	3
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.3	2.7
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008) CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (adopted in 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe- McGraw-Hill	Yes	0%
Foreign Language	Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3 Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Standards-based theater, instrumental and vocal music, and visual art as electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1956
Last Modernized: 2012
Lot Size: 54.2 Acres
74 Permanent Classrooms
8 Portable Classrooms
Completely Air Conditioned
Theater
Gymnasium
Computer Labs
Library
Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Ramona High School completed their school site inspection on 5/10/2017.

Ramona has a plant supervisor plus 7 full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 1610
Labor Hours = 5958.25
Assessed Value of Work = \$279,209.70

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			350: WO16-250412 - Replace heat exchanger 350: WO16-255176 - Rebuild and repair shower valves in boy's locker room 361: HVAC too small for room B1: WO16-255191 - Repair leaking shower B19: WO16-51249 - Check all the metal steps for the gym bleachers, they are missing clips that hold them together when place in front of the bleachers. G32A: WO16-254168 - Custodial closet at the end of the 40 wing the water sink is leaking water from the handle K230AA: WO16-260264 - Unisex restroom at the end of the 230 wing the metal vent on the front needs to be repair or replaced N124C: WO16-264901 - Check the AC for the guidance office and Library it feels like it's not cooling right
Interior: Interior Surfaces	X			B1: WO16-253833 - Boy's locker room the lockers were vandalized and the bottom bolts that hold down the lockers got broken, need to secure the lockers again. B19: WO16-262150 - Sound system inside the Gym metal door to the sound system needs to be remounted to the unit it came off B19: WO16-263494 - Boy's side bleachers in the Gym are not going all the way in C26: WO16-264984 - Patch hole in ceiling J140A: WO16-260191 - 140's/130's, 30/40's, 10/20's conference rooms display case, glass on widow is carved in needs to be replaced N121C: WO16-261776 - Paint office (Mrs. McIntyre's Office inside Guidance Office) Quad Area: WO16-252758 - Display case infront of the cafeteria the key lock mechanism is missing parts needs to be repaired Staduim P1-115: WO16-251733 - Repair the damaged laminate of the cupboard next to the small ice machine per health inspector. WO16-251804 - Provide missing cove base tile below the counter where the microwaves are stored and below the windows per health department

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			B16: WO16-258440 - Gym boy's restroom has ants needs to be sprayed B19: WO16-252553 - Need the walls of the gym repainted, wall have patches of paint that has peeled off (50% complete) B7: WO16-261785 - Boys locker room coaches office has mice E1A: WO16-265018 - 10/20 conference room needs to be sprayed for bugs around carpet and room J144: WO16-259099 - Room needs to be sprayed for bugs L352: WO16-263081 - Needs to be sprayed for ants L362: WO16-263080 - Needs to be sprayed for ants P402: WO16-264491 - Spray for ants in Portable Pool: WO16-16-262599 - Treat pool, pool deck, pool chemical room and pool mechanical room for various insects
Electrical: Electrical	X			C25: WO16-265146 - 2 light switches behind register need repair unable to turn lights on. Electrical plug on wall in lounge Light switch on window 5 J133: WO16-261823 - Projector in classroom 133 stops working and freezes. M333: WO16-262010 - Display table with a cook top that needs the electrical cord replaced N121: WO16-264764 - No sound from the speaker located in the library. They can hear bells but not the announcements, all calls or pages Parking Lot: WO16-260005 - Light post the light fixture in the front entrance of the school is not working Parking Lot: WO16-260058 - Gate entrance by C lot a light post is out. Quad Area: WO16-260003 - Light post the light fixture is not working Quad Area: WO16-261450 - Pole light fixture is out located between the administration office and the senior quad Quad Area: WO16-262142 - Light pole light at the end of the 230 wing is out Quad Area: WO16-263569 - 5, 10 and 20 Wings the exterior lights are not coming on Quad Area: WO16-264243 - Lamp post at the end of the 230 wing is not working

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			G35: WO16-264624 - 30's boy's restroom has a urinal that is clogged J150: WO16265179 - 140's boy's restroom toilet is clogged M Building: WO16-262430 - 360 Wing restrooms are all clogged N121: WO16-262848 - Library restroom sink handle is getting jammed Stadium P1-118: WO16-263506 - Concession's men's restroom in stadium the sink faucet is not working
Safety: Fire Safety, Hazardous Materials	X			350: Several lights out and lockers need to be secured to walls B1: WO16-253833 - Boy's locker room the lockers were vandalized and the bottom bolts that hold down the lockers got broken, need to secure the lockers again. B19: WO16-51249 - Check all the metal steps for the gym bleachers, they are missing clips that hold them together when place in front of the bleachers. Gates @ 300 Wing: Chain locks need to be removed during school P400: WO16-263816 - Entry ramp is starting to lift again tripping hazard and safety issue
Structural: Structural Damage, Roofs	X			332: Replace ceiling tile that has hole cut in it and Termites in case work 43: Evidence of roof leaks 51: Evidence of a roof leak 62: Evidence of roof leaks 70: Evidence of roof leaks C25: WO16-264047 - Kitchen, water is leaking from the ceiling by the back entrance G44A: WO16-254941 - Staff conference room between the 30/40s has water coming into the room through the side windows J140A: WO16-254942 - Conference room between the 140/130s rain water is coming through the side windows N121: WO16-258019 - Library has a roof leak in the storage room P400: WO16-263816 - Entry ramp is starting to lift again tripping hazard and safety issue Quad Area: WO16-260160 - We need the corners of 3 brick walls repair the end of the wall the bricks are broken

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			350: WO16-240078 - There are 2 broken windows in the Health Office and Adapt PE Room B45: WO15-240042 - Health Office window got vandalize this weekend window is broken need to be replaced B57: WO16-260345 - Girl's locker room storage room the front door key lock came out please check and repair C25: WO16-260054 - Front door to the teachers lounge by the kitchen, glass needs to be removed and the whole door is caved in F23: WO16-262138 - 2 windows with the glass cracked H60: WO16-262240 - Window has glass cracked N121B: WO16-263903 - Guidance office back door to Mrs Egan's office the screws that hold the hinges are loose and door is very hard to open N124C: WO16-264849 - Guidance Office front door needs sweep installed to prevent bugs from coming in P86: WO16-244850 - Rubber piece from new safety locks on the door is missing P89: WO16-252289 - Teacher is having trouble opening door with key P91: WO16-264934 - Front door is not latcheing right. Have to pull on door hard to open it. Parking Lot: WO16-255571 - Drive way entrance through Jefferson street to C lot has about 5 asphalt pot holes need to be patched Parking Lot: WO16-257652 - Cement around gas valve cover is broken, needs to be replaced, located in fornt of the trash dumpster area on the asphalt Parking Lot: WO16-257656 - Banner poles that run along the entrance from Jefferson to the C lot need to be repainted - poles are starting to rust Parking Lot: WO16-264517 - Chain link fence that separates the homes and the front parking lot was vandalize, chain link fence was cut Quad Area: WO16254935 - We need rain gutter repair in the front of the health office metal cover Quad Area: WO16-254937 - We need rain gutter repair in front of the kitchen by the serving window area Quad Area: WO16-260039 - We have spray paint graffiti in the entrance of the school behind the first bench as you walk in Stad Drive Way: WO16-262464 - Repair damaged asphalt on the Stadium drive way Stadium: WO16-265090 - Need visitor bleachers over at the stadium to be repainted. Handrails and sections of the bleachers have rust on them

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Stadium: WO16-265091 - Stadium bleachers sections on the bleachers need to be repainted with nonskid paint Stadium: WO16-257806 - Stadium gate that leads from the concession quad area to the soccer field the door closer needs to be repaired

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/10/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	51	53	44	48	44	48
Mathematics	23	25	33	35	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	509	500	98.2	53.2
Male	11	257	251	97.7	50.8
Female	11	252	249	98.8	55.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	11	23	22	95.7	40.9
Hispanic or Latino	11	402	397	98.8	52.3
White	11	66	63	95.5	60.3
Socioeconomically Disadvantaged	11	417	410	98.3	51.2
English Learners	11	65	64	98.5	3.3
Students with Disabilities	11	80	77	96.3	7.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	509	498	97.8	24.9
Male	11	257	250	97.3	27.4
Female	11	252	248	98.4	22.3
Black or African American	11	23	22	95.7	22.7
Hispanic or Latino	11	402	395	98.3	22.4
White	11	66	63	95.5	34.9
Socioeconomically Disadvantaged	11	417	408	97.8	22.2
English Learners	11	65	62	95.4	1.7
Students with Disabilities	11	80	77	96.3	2.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	48	45	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	506	489	96.6	44.6
Male	255	243	95.3	49.0
Female	251	246	98.0	40.2
Black or African American	28	27	96.4	33.3
Asian	15	15	100.0	73.3
Hispanic or Latino	386	376	97.4	41.2
White	65	60	92.3	61.7
Socioeconomically Disadvantaged	418	404	96.7	41.3
English Learners	57	55	96.5	14.6
Students with Disabilities	69	65	94.2	23.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies

1. Education and Human Services Academy
2. Global Business Information and Technology Academy
3. Health and Biosciences Academy
4. Law and Protective Services Academy
5. Media and the Arts Academy

Career Technical Education Pathways

6. CISCO Networking
7. Engineering and Design
8. Game Design
9. Graphic Design
10. Microsoft IT Academy
11. Music Technology

12. Video Production
13. Web Design
- ROP Programs
14. Health – Patient Care
15. Health – Sports Medicine
16. Hospitality – Culinary
17. Marketing – Retail Sales
18. Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	606
% of pupils completing a CTE program and earning a high school diploma	98.06
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	38.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.1	18.2	36.8

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The parental involvement contact at this school is Jamie Angulo, principal, and can be contacted at 951-352-8429.

At Ramona High School, parents can find many different ways to be involved in their child's education. Our parents attend many events where their children are participating. There are also several booster clubs they can join and support which are associated with sports and performance groups. There are also the more typical kinds of groups including School Site Council (SCC) and English Learner Advisory Committee (ELAC) meetings.

A unique feature at Ramona is our Parent Teacher Conferences and Back-to-School Night. Parents get to come to one Back-to-School Night and a one Parent Teacher Conference during the year, which occur in September and November. In the Back-to-School setting, parents are able to tour the school campus as well as attend each of the periods a student may have during his/her day at Ramona for approximately 10 minutes each. On Parent Teacher Conference night, parents meet with each of their child's teachers in meetings up to five minutes in length. These meetings help the parent, teacher and student work closely together to raise student achievement one child at a time. Parents tell us that these conferences begin the communication that they need to help their child be successful in high school. New to parent teacher conferences in 2015-16 was the inclusion of a free hot dog dinner and Community Resource Fair designed to increase the number of families participating in the conferences. Throughout the year, the guidance staff provides several parent nights to inform parents on information regarding scholarships, financial aid, how to apply for college and how to navigate the high school years.

In addition to the above, we hold parent meetings specific to AVID, Visual and Performing Arts, as well as Athletics.

Continuing this year is a series of parent meetings dedicated to informing parents about technology on campus. These dates are handed out during registration and are available in our guidance office.

The Heritage Plan, designed to assist African American students with overall academic achievement, increased graduation rates, increased A-G completion, and emphasize college preparation is an additional outreach program at Ramona. This program has several parent meeting opportunities throughout the year to inform parents of opportunities and ways to assist their children. Starting in 2015-16 the Heritage students have been included in the RAP program and have their grades monitored every two weeks and are also encouraged to attend tutoring after school if they currently have a D or F in any class.

Beginning in the 2012-13 school year we have partnered with the Parent Institute for Quality Education (PIQE) which has graduated 300+ parents in this short time span. PIQE creates partnerships between parents, students and educators to further students' academic success. In PIQE, parents learn; how the High School System works, the "4 Year Plan", the importance of GPA, discuss Higher Education Options as well as the various Financial Aid Options. Parents who have previously participated in PIQE go on to Level II and discuss advanced topics.

Ramona has implemented the Aeries Parent Portal, which is available to parents so they can have access to their child's attendance and grades for each class. Each student at Ramona has been issued a digital device in lieu of textbooks. The digital device has access to the student's textbooks as well as the student's Aeries Portal account. Aeries Portal provides the students and parents/guardians with 24-hour access to the student's grades, attendance, transcript and assessment data.

Implemented in the 2015-16 school year is the use of Hero, a student tracking system, which not only tracks student tardies but also tracks student involvement in activities on campus. The Hero system includes a mobile app for convenient access for students and parents. Information on connecting the application will be initially available at parent teacher conferences and parents can also obtain this information by visiting the office of discipline.

Ramona also have an active website and social media presence where parents can find out information. Complementing our website is our presence on Facebook and Twitter providing multiple avenues for the dissemination of information. Parents also receive timely reminders and information via our autodialer which sends voice, email and text messages to parents.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.90	4.30	1.30	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	89.60	91.79	94.92	85.46	87.15	89.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	89	86
Black or African American	87	85	78
American Indian or Alaska Native	67	80	78
Asian	82	98	93
Filipino	100	97	93
Hispanic or Latino	90	88	83
Native Hawaiian/Pacific Islander	100	95	85
White	89	90	91
Two or More Races	75	84	89
Socioeconomically Disadvantaged	59	68	66
English Learners	48	63	54
Students with Disabilities	91	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.8	6.6	6.8	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.3	0.5	0.6	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	20	20	42	24	33	31	31	29	17	18	42
Mathematics	31	5	22	40	29	14	26	32	29	8	31	33
Science	31	7	18	31	31	7	11	36	32	3	14	35
Social Science	32	6	8	38	30	10	10	36	32	2	15	31

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0.8	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,351	\$1,263	\$6,088	\$80,932
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	16.3	-1.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	7.2	6.7

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

Types of Services Funded (Fiscal Year 2015-16)

Ramona High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$307,975 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$441,138 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	10	.9

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)

The major areas of focus for staff development are on learning and implementing researched based instructional strategies in the classroom.

Core content teams as well as foreign language and visual arts teachers have been given quarterly pull out days for training, planning, building common assessments, and reviewing assessment data. Timecard hours are available for teachers to work with their course groups to plan and collaborate.

Teachers are actively involved in a peer observation program, utilizing a mobile app (Classroom Mosaic) to record and share data about the observations. This data is collected, reviewed for trends and disseminated to teachers and departments for discussion. Staff meetings, collaboration time and some department meetings are also used for professional development and collaboration. Prior to the beginning of the school year, teachers participate in a staff development workshop.

The administration team and instructional coaches frequently visit classrooms to monitor and provide feedback to teachers. Classroom Mosaic is used to capture and analyze data from informal observations and identify trends to inform teaching and learning. Student achievement data is reviewed quarterly through Illuminate.

The major topics covered during the in-services, staff meetings and department meetings are listed below:

2012-2013

Began focusing on common implementation and preparing for Smarter Balanced Assessment Consortium (SBAC). The SBAC examinations are the accountability mechanism used to demonstrate mastery of Common Core State Standards (CCSS). Examining Depth of Knowledge (DOK) and transitioning from Bloom's Taxonomy to use DOK to assist in CCSS alignment.

2013-14

Continued to look at Depth of Knowledge (DOK). We had three half day trainings on writing strategies with an outside consultant. Implemented a mobile app based classroom walkthrough tool called DigiCoach. We looked at Common Core strategies spending the most time on CLOSE reading.

2014-15

Continued focus on Common Core Standards with an emphasis on writing.

2015-16

AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide with a focus on writing this year. We continue to look at Depth of Knowledge, Technology skills with an emphasis on the SAMR Model (Substitution, Augmentation, Modification, Redefinition) with an emphasis to recognition which level is in our lessons and finding ways to move them up the progression. We also have a cohort of teachers that are working to become level I Google Certified Educators. The academic coaches and administrators are also working on this certification.

2016-17

Continued focus on AVID WICOR school-wide. We also continue to emphasize the SAMR Model although making progress to go deeper.

Access and Equity and AVID coaches provide professional development on instructional strategies for teachers through staff meetings, collaboration time and classroom feedback and modeling.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.