

# Ramona High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Ramona High School
<b>Street</b>	7675 Magnolia Ave.
<b>City, State, Zip</b>	Riverside, CA 92504-3627
<b>Phone Number</b>	(951) 352-8429
<b>Principal</b>	Victor Cisneros
<b>E-mail Address</b>	vcisneros@rusd.k12.ca.us
<b>Web Site</b>	<a href="http://www.rusdlink.org/Ramona">http://www.rusdlink.org/Ramona</a>
<b>CDS Code</b>	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 2017-18)

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 Corps 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 services, 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 2016-17)

Grade Level	Number of Students
Grade 9	540
Grade 10	604
Grade 11	492
Grade 12	506
Total Enrollment	2,142

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.4
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.3
White	12.5
Two or More Races	0.8
Socioeconomically Disadvantaged	82.9
English Learners	14.8
Students with Disabilities	13.9
Foster Youth	0.4

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	86	88	95	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	3	0
Total Teacher Misassignments *	2	3	0
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 2017-18)**

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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
<b>Reading/Language Arts</b>	Introduction to Literature and Composition, Grade 9 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & 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) CA StudySyn Grades 7-12 (adopted in 2017)	Yes	0%
<b>Mathematics</b>	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 & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)		
<b>Science</b>	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & 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) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigo! Nuevas Vistas Uno  Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
<b>Health</b>	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives at all schools. Offer standards-based electives in theater tech, music tech, media arts and dance at some schools.	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.

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.

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

# of Work Orders = 1546  
 Labor Hours = 6723.55  
 Assessed Value of Work = \$319,982.34

#### 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 7/20/2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	32:00:00 10: Lights out 132: Lights out, roof leak 135: Light out, roof leak 140: Light out, roof leak 142: Light out, roof leak 20: Lights out, roof leak 240: Light out, roof leak 30: Lights out, roof leak 4: Lights out 42: Lights out, roof leak 43: Lights out, roof leak 53: Lights out 64: Lights out 65: Lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			F33: Broken partician door K236: Door handle broken 17-279817, toilet leaking 17-279820
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	32:00:00 130: Roof leak 132: Lights out, roof leak 133: Roof leak 134: Roof leak 135: Light out, roof leak 140: Light out, roof leak 141: Roof leak 142: Light out, roof leak 143: Roof leak 144: Roof leak 20: Lights out, roof leak 240: Light out, roof leak 241: Roof leak 242: Roof leak 30: Lights out, roof leak 33: Roof leak 331: Roof leak 40: Roof leak 42: Lights out, roof leak 43: Lights out, roof leak 50: Roof leak 51: Roof leak 54: Roof leak 55: Roof leak

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				60: Roof leak 62: Roof leak 63: Roof leak Cafeteria: Roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/20/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	55	48	47	48	48
Mathematics (grades 3-8 and 11)	25	21	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	482	469	97.3	54.8
Male	250	243	97.2	49.79



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	232	226	97.41	60.18
Black or African American	22	20	90.91	45
Asian	12	12	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	379	372	98.15	51.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	53	92.98	71.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	385	376	97.66	52.93
English Learners	79	76	96.2	17.11
Students with Disabilities	60	54	90	9.26
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	482	465	96.47	21.08
Male	250	242	96.8	20.66
Female	232	223	96.12	21.52
Black or African American	22	20	90.91	15
Asian	12	12	100	58.33
Filipino	--	--	--	--
Hispanic or Latino	379	369	97.36	18.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	52	91.23	32.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	385	373	96.88	18.77
English Learners	79	76	96.2	6.58
Students with Disabilities	60	54	90	1.85
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	48	45	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

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 Academy:

- Health and Bioscience Academy

Career Technical Education Pathways

- CISCO Networking
- Culinary Arts

ROP Programs:

- Retail Sales and Marketing
- Digital Film Production

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	656
<b>% of pupils completing a CTE program and earning a high school diploma</b>	100
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	22

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.62
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.77

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.2	19.8	34.8

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 State priority: Parental Involvement (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 2017-18)**

The parental involvement contact at this school is Victor Cisneros, principal, and can be contacted at 951-352-8429 or via email at [vcisneros@rusd.k12.ca.us](mailto:vcisneros@rusd.k12.ca.us).

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, respectively. 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 a Community Resource Fair designed to increase the number of families participating in the conferences and to facilitate outside services. The 2017-18 Parent/Teacher Conferences will be the third year of the Community Resource Fair and will include food trucks available to families. 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, 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. During the 2016/2017 school year, the Riverside Unified School District added the Legacy program. Legacy is a program designed with unduplicated students in mind. Through this program, students are monitored and supported in their journey towards their attainment of a high school diploma as well as a-g completion.

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. For the 2017-18 Ramona High School will be transitioning to partner with Mind Growers Parent University Program. The program is designed to help increase student academic achievement by developing parents as leaders and enhancing home-school collaboration. The curriculum is designed around the improvement cycle called praxis: ongoing action and reflection based on informed revisions. The desired outcome is developing complex thinkers, inquirers, and collaborators to deepen learning for all stakeholders.

Ramona has implemented the Aeries Parent Portal (Student Information System), 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.

Starting in the 2015-16 school year we began the use of Hero, a student activity tracking system, which not only tracks student tardies but also tracks student involvement in extracurricular 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, Instagram and Twitter providing multiple avenues for the dissemination of information. Parents also receive timely reminders and information via our autodialer which sends voice and email messages to parents.

## 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	4.3	1.3	0.9	6.5	4.9	5.3	11.5	10.7	9.7
<b>Graduation Rate</b>	91.79	94.92	96.29	87.15	89.39	89.33	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	92.12	88.45	87.11
Black or African American	95.83	87.69	79.19
American Indian or Alaska Native	100	50	80.17
Asian	75	95.45	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.19	86.65	84.58
Native Hawaiian/Pacific Islander	100	94.44	86.57
White	86.36	91.2	90.99
Two or More Races	66.67	80	90.59
Socioeconomically Disadvantaged	68.63	67.56	63.9
English Learners	61.9	58.7	55.44
Students with Disabilities	93.09	86.09	85.45
Foster Youth	50	52.94	68.19

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.6	6.8	4.9	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.5	0.6	0.5	0.2	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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 2017-18)

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	68.8

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

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

Subject	2014-15				2015-16				2016-17			
	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	24	33	31	31	25	35	14	40	26	34	10	43
Mathematics	29	14	26	32	29	14	25	33	30	17	11	43
Science	31	7	11	36	32	3	14	35	30	7	18	29
Social Science	30	10	10	36	32	4	13	31	30	5	23	24

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	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	0.7	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7978	1426	6552	84552
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	11.9	-3.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-0.3	6.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

\$300,687 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	15	19.8

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)**

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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. In the summer prior to the 2017/2018 school year beginning, teachers attended course team meetings to collaborate with their like teams across the district.

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. During the 2016/2017 school year Ramona High School made a change in the way teacher peer observations are done. Through this new process, teachers place their availability of who can come and observe as well as their desired times/dates on a publicly displayed calendar. All staff then knows when and who to observe - all must complete three observations and one of those must be an AVID tutorial. This goes along with one of our school-wide goals of AVID School-wide.

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:

### **2012-13**

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.

### **2017-18**

We will continue our focus on equity and access. We will also continue our work with AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies leveraged school-wide with emphasis on Focused Note Taking and organization. We will be implementing Thinking maps which will include two training dates this year for 25 teachers from across the content areas/departments. Thinking Maps are a specific set of graphic organizers used in K-12 classroom settings, or "visual teaching tools that foster and encourage life-long learning," as well as tools that provide students with the skills to be "successful thinkers, problem solvers, [and] decision makers"