Ramona High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	9-12
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 (Most Recent Year)

Our mission is to prepare students to continue to learn, to contribute to the community, and to function as responsible members of society by challenging them to explore academics, vocations, cultures, and the arts, and to set personal goals for today and tomorrow.

We at Ramona High School exist to educate, inspire, and prepare our students to be college and career ready by providing a variety of opportunities: rigorous academic and extracurricular activities. Through the use of effective instructional technology, engagement and a caring and dedicated staff; all of our actions guided by what is best for our students.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	506
Grade 10	569
Grade 11	525
Grade 12	560
Total Enrollment	2,160

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.6
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.4
White	15.2
Two or More Races	0.8
Socioeconomically Disadvantaged	81.8
English Learners	12.3
Students with Disabilities	12.5
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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	80	86	86	1855
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	0	0	2
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.3	5.7
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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.

Core Curriculum Area	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 Literature and Language Arts, Course 3; Holt, Rinehart & Winston World Literature and Composition, Grade 10 (Adopted in 2002) Holt Literature and Language Arts, Course 4; Holt, Rinehart & Winston American Literature and Composition, Grade 11 (Adopted in 2002) Holt Literature and Language Arts, Course 5 Essentials of American Literature; Holt, Rinehart & Winston English Literature and Composition Grade 12 (Adopted in 2002) Holt Literature and Language Arts, Course 6 Essentials of British and World literature; Holt, Rinehart & Winston Expository Reading and Writing (Adopted in 2007) CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008) California Algebra Readiness; Pearson Prentice Hall Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & Winston Geometry (Adopted in 2008) California Geometry; Holt, Reinhart & Winston Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008) California Algebra 2; Holt, Reinhart & Winston Pre-Calculus / Pre-Calculus Honors (Adopted in 2008): Precalculus-Mathematics for Calculus (Adopted in 2008); Cengage Personal Finance, Grade 12 (Adopted in 2008) Mathematics with Business Applications; Glencoe/McGraw-Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill Anatomy & Physiology (Adopted in 2007) Essentials of Human Anatomy & Physiology; Eighth Ed.; Pearson-Benjamin Cummings Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall Physics (Adopted in 2007) Foundations of Physics; CPO Science	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) Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Yes	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 03/01/2016.

Ramona has a plant supervisor plus five 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 = 1,269
Labor Hours = 4,362.17
Assessed Value of Work = $190,892.57

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 03/01/2016

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating	X			

Year and month in which data were collected: 03/01/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	50	43	44
Mathematics	23	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	479	471	98.3	17	32	33	17
Male	11		234	48.9	23	30	29	16
Female	11		237	49.5	11	33	38	17
Black or African American	11		25	5.2	32	28	16	24
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		13	2.7	23	23	54	0
Filipino	11		2	0.4	--	--	--	--
Hispanic or Latino	11		333	69.5	15	34	35	14
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		87	18.2	21	22	29	29
Two or More Races	11		5	1.0	--	--	--	--
Socioeconomically Disadvantaged	11		371	77.5	18	32	33	15
Students with Disabilities	11		40	8.4	55	28	5	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	479	465	97.1	48	29	19	3
Male	11		229	47.8	50	24	21	5
Female	11		236	49.3	47	33	18	1
Black or African American	11		25	5.2	60	24	8	4
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		13	2.7	15	31	54	0
Filipino	11		2	0.4	--	--	--	--
Hispanic or Latino	11		327	68.3	50	30	17	3
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		87	18.2	44	25	26	3
Two or More Races	11		5	1.0	--	--	--	--
Socioeconomically Disadvantaged	11		365	76.2	50	28	18	3
Students with Disabilities	11		36	7.5	100	0	0	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	47	48	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	48
Male	54
Female	40
Black or African American	40
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	--
White	64
Two or More Races	--
Socioeconomically Disadvantaged	20
English Learners	7
Students with Disabilities	47
Foster Youth	--

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 2014-15)

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
- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

Career Technical Education Pathways
- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

ROP Programs
- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	568
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.24
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	36.12

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	53	48	52	56	49	51	57	56	58
Mathematics	54	56	52	61	55	51	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	48	26	26	48	35	17
Male	52	26	22	45	34	21
Female	43	27	30	51	36	13
Black or African American	45	23	32	59	32	9
Hispanic or Latino	50	26	24	49	35	16
White	41	27	32	41	38	21
Socioeconomically Disadvantaged	49	28	23	48	35	17
English Learners	96	4		81	16	3
Students with Disabilities	83	10	8	78	16	6

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	22.30	15.20	37.20

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 (Most Recent Year)

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 **Bi-annual Parent Teacher Conferences**. Parents get to come to two parent conferences during the year, which occur in November and March. 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 will be 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.

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.

Started in the 2014-15 school, the **Ramona Assistant Program (RAP)** is designed to support Academic English Learners (AEL) with their transition to high school. Students in the cohort have their grades checked every two weeks and are assigned afterschool tutoring whenever they are currently earning a D or F in any class. Several parent meetings are scheduled throughout the year and individual conferences are scheduled with the AEL Coordinator, the student, and the parent when students continue to struggle.

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 assigned 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 200+ 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. This program has been offered to parents of Academic English Learners in the 9th, 10th, and 11th grades. During the 2013-2014 school year, the program was extended to include parents of incoming 9th grade students who were currently in 8th grade.

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.

New 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.

Ramona also have an active website 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 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	11.30	6.90	4.30	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	84.51	89.60	91.79	81.84	85.46	87.15	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	85.34	84.61	84.6
Black or African American	77.5	83.55	76
American Indian or Alaska Native		62.5	78.07
Asian	90	94.33	92.62
Filipino	100	94.87	96.49
Hispanic or Latino	87.4	82.01	81.28
Native Hawaiian/Pacific Islander	100	82.35	83.58
White	81.91	88.33	89.93
Two or More Races	71.43	80	82.8
Socioeconomically Disadvantaged	38.46	62.75	61.28
English Learners	65.57	61.01	50.76
Students with Disabilities	86.14	82.82	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.02	6.78	6.59	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.47	0.29	0.52	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	21	22	42	28	20	20	42	24	33	31	31
Mathematics	32	5	14	41	31	5	22	40	29	14	26	32
Science	33	4	10	38	31	7	18	31	31	7	11	36
Social Science	33	4	8	38	32	6	8	38	30	10	10	36

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,470	1,139	5,331	78,613
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	13.2	-0.5
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-0.3	7.7

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

Types of Services Funded (Fiscal Year 2014-15)

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

$203,439 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

$348,205 Title I

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	4	N/A
All courses	19	.6

* Cells with N/A values do not require data. Where there are student course enrollments.

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

2008-2009
Strategies to assist English Learners, Marzano's Strategies, Introduction to WORD Walls, and Sentence Frames

2009-2010
Structured Academic Talk- academic vocabulary part 2

2010-2011
Five Phases of Instruction (I do, I do, we do, you do together, you do)
 Rigorous Academic Language

Structured Student Interactions
Multiple Layers of Checking for Understanding the promote student use of rigorous academic language and higher order thinking skills.

2011 - 2012
Continued work on research-based instructional strategies and checking for understanding
Student use of academic language - strategic use, student talk, structured interactions
Utilizing technology to support teaching and learning

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 recogniztion 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.