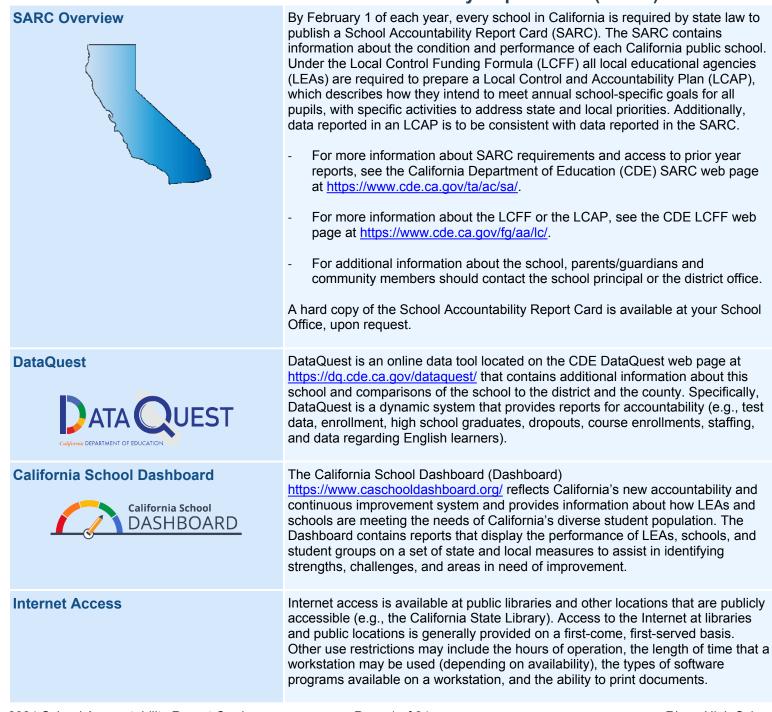# Ripon High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Ripon High School
Street	301 North Acacia Ave
City, State, Zip	Ripon, CA 95366-2403
Phone Number	(209) 599-4287
Principal	Keith Rangel
Email Address	krangel@riponusd.net
School Website	www.riponhigh.net
Grade Span	9-12
County-District-School (CDS) Code	39686503935756

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

The City of Ripon is home to over 17,300 residents, and is located 70 miles south of Sacramento and approximately 90 miles east of San Francisco. It is the most southeasterly town in the agriculturally rich San Joaquin County. The region is semi-rural and increasing in population. The community is primarily residential and farming, and it prides itself on its small town atmosphere. Ripon has grown over the last 14 years with a population size of nearly 17,300. What once was a small farming community, is comprised of local and national businesses as well as large agrarian areas. Ripon High School is one of two high schools in the Ripon Unified School District and is fed by five K-8 schools. Moderate growth in the area is expected to impact the school, increasing enrollment and diversity. The current enrollment of 1050 students represents increasingly diverse ethnic

2024-25 School Description and Mission Statement

and socio-economic groups with a wide range of language skills and academic abilities. 47.6% of the student population is white, 39% Hispanic, 3.7% multi-ethnic, 5.5% Asian, 1.5% Filipino, 0.9% African American, .0.4% American Indian and 0.4% Pacific Islander.. RHS has produced quality academic results with students for many years. Our CAASPP scores are among the top scores in San Joaquin County and continue to show academic excellence. We are always working to improve in all areas and increase the s

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

The MISSION of the Ripon High School Community is to promote the success of every student. To accomplish this, Ripon High School's expected Student Learner Outcomes are:
* Academic Achievers who:
Demonstrate proficiency in reading, writing, and mathematics
Demonstrate use of available resources for problem solving
Demonstrate individual proficiency in content areas
Support others academically, socially, and emotionally.
Be willing to accept the support of others

* Community Contributors:
Understand the rights and responsibilities of citizenship.
Respect of staff, peers, and yourself.
Participate in community service

* Effective Communicators:
Use appropriate, supportive, and respectful language
Work well as team members
Be aware of digital footprint

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	281
Grade 10	248
Grade 11	267
Grade 12	252
Total Enrollment	1,048

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.7
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	5.5
Black or African American	0.9
Filipino	1.5
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.7
White	47.6
English Learners	4.8
Foster Youth	0.2
Homeless	2.5
Migrant	0.3
Socioeconomically Disadvantaged	21.9
Students with Disabilities	9.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.30	90.08	175.80	88.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	4.32	2.50	1.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	3.66	7.30	3.71	12115.80	4.41
Unknown/Incomplete/NA	0.90	1.92	12.20	6.17	18854.30	6.86
Total Teaching Positions	46.90	100.00	197.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.40	79.85	184.40	87.72	234405.20	84.00
Intern Credential Holders Properly Assigned	2.20	4.67	5.40	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	4.54	4.70	2.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	5.06	6.70	3.22	11953.10	4.28
Unknown/Incomplete/NA	2.80	5.83	8.80	4.20	15831.90	5.67
Total Teaching Positions	48.20	100.00	210.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.70	81.04	180.70	88.07	231142.40	100.00
Intern Credential Holders Properly Assigned	2.50	5.25	4.50	2.23	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	2.76	6.50	3.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	7.45	8.80	4.30	11746.90	4.23
Unknown/Incomplete/NA	1.70	3.49	4.50	2.20	14303.80	5.15
Total Teaching Positions	48.90	100.00	205.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.60	0
Misassignments	2.00	1.50	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	2.10	1.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00	0.7
Local Assignment Options	1.20	2.40	2.9
Total Out-of-Field Teachers	1.70	2.40	3.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	5	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 9-11: Study Sync CA The California State University Press - 2nd edition; 2013 12: Expository Reading and Writing (ERWC) Into the Wild by John Krakauer 1984 by George Orwell	Yes	0
Mathematics	Freeman; 2012 AP Statistics: The Practice of Statistics for AP, 4th Edition Heath; 1995 Statistics: Understanding Statistics, 5th Edition Houghton Mifflin; Pre-Calculus with Limits a Graphing Approach 2nd Edition; 1997 AP Calculus 8th Edition; 2006 College Prep Math Core Connections Integrated I 2014 Core Connections Integrated II 2015 Core Connections Integrated III 2015	Yes	0
Science	Savvas; 2021 Experience Chemistry in the Earth System Volume 1 Benjamin Cummings; 1997	Yes	0

	Anatomy: Essentials of Human Anatomy and Physiology, 5th Edition Campbell; 2014 AP Biology: Campbell Biology, 10th Edition Freeman; 2015 AP Environmental Science: AP Environmental Science; 2nd Edition Accelerate Learning Ink: 2018 STEMscopes CA NGSS 3D; Physics In the Universe Houghton Mifflin; 2013 AG Environmental Science: Environmental Science Pearson Prentice Hall; 2020 Biology & AG Biology: Experience Biology, The Living Earth California, 3-Course Model		
History-Social Science	Holt McDougal; 2010 World Geography: Geography McDougal Littell; 2006 US History: The Americans, Reconstruction to the 21st Century - CA Edition World History: Modern World History, Patterns of Interaction - CA Edition Pearson Prentice Hall; AP Government: Government in America, AP Edition; 2014 AP Human Geography: The Cultural Landscape AP Edition An Intro the Human Geography 12th Edition; 2017 Economics: Principals in Action; 2007 Government: Magruder's American Government, California; 2006 Wadsworth Cengage Learning; AP World History: The Earth and Its Peoples, AP Edition, A Global History; 2011 AP US History: The American Pageant, AP Edition, 14th Edition; 2010 Worth; 2013 Psychology: Thinking About Psychology, 3rd Edition	Yes	0
Foreign Language	AP Spanish Literature: Azulejo, 2nd Edition; Vista Higher Learning; Spanish I & II: Descubre I; 2011 Spanish III & IV: Descubre II; 2014	Yes	0
Health	Holt, Rinehart, and Winston; Health: Lifetime Health, 2009	Yes	0
Visual and Performing Arts	McGraw Hill; 2011	Yes	0

| | | | | Music: Music, An Appreciation, 10th Edition | | |

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		South Gym ceiling tiles continue to fall occasionally.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	69	69	57	54	46	47
Mathematics (grades 3-8 and 11)	45	45	41	41	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	260	97.74	2.26	69.23
Female	137	136	99.27	0.73	77.21
Male	129	124	96.12	3.88	60.48
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	57.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	63.64
White	136	131	96.32	3.68	75.57
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	0.00	54.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	18	94.74	5.26	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	260	97.74	2.26	45.00
Female	137	137	100.00	0.00	43.80
Male	129	123	95.35	4.65	46.34
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	95	97.94	2.06	32.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	136	132	97.06	2.94	50.76
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	0.00	24.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	18	94.74	5.26	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	46.92	47.84	42.73	45.95	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	517	510	98.65	1.35	47.84
Female	255	253	99.22	0.78	50.59
Male	261	256	98.08	1.92	44.92
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	65.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	192	191	99.48	0.52	44.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	43.48
White	258	252	97.67	2.33	48.41
English Learners	21	21	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	41.18
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	133	133	100.00	0.00	33.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	0.00

2023-24 Career Technical Education Programs

Ripon High sends administration and counseling monthly to Delta Transitions and County Representatives.
Ripon High School offers a wide range of CTE courses that prepares students for post secondary careers or allow them to further their education in their chosen field. Programs are offered in; Agriculture Mechanics, Agriscience, Plant and Soil Science, Ag Business, Business Management, Software and Systems Development, and Patient Care. There are monthly meetings with Delta College and County CTE Team.

RHS currently meets with the local industries in our CTE Advisory Meetings to get input on what skills are currently necessary for our students to succeed. We have local partnerships with local farmers, program designers, transportation and trucking company, energy company (PG&E) and local hardware stores. Each established pathway meets annually with an advisory team of stakeholders consisting of staff members and local industry members.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	695
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	49.4

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92	92.4	97.2	96.4	97.2

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Ripon High School all parents are encouraged to participate in programs and activities. The principal makes an announcement at Back to School Night on the different ways to be involved as well as send a Back to School email to all parents.   Parents may serve as members of the School Site Council, Agriculture Advisory, English Language Advisory, Boosters (including band, JROTC, and numerous athletic organizations). RHS is active on social media through Facebook,

2024-25 Opportunities for Parental Involvement

Twitter and a "Superfan" APP. Our website shares our contact information in an easy to read format and has links for direct contact. Likewise, RHS administrators provide supervision before and after school when parents are able to approach us with questions or schedule a meeting if needed. RHS continues to hold Student-Study Team meetings on a regular basis at both parent and teacher requests.

Ripon High teachers provide students and parents with a syllabus including contact information. In the fall, RHS holds an innovative annual "Back to School Night, where parents are able to follow their student's class schedule for a night. This gives parents the opportunity to meet all their students' teachers and visit each class. RHS also holds an annual open house and college reveal night in the spring. RHS holds an "Open House" for 8th grade parents, AP Night, and Athletic Night for all stakeholders to attend to disseminate information. Ripon High School sends a weekly Newsletter to all staff, parents and students with current events to increase involvement by all stakeholders.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.6	0.0	2.0	8.0	12.9	12.6	7.8	8.2	8.9
Graduation Rate	98.4	99.1	97.6	90.4	86.1	86.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	254	248	97.6
Female	116	115	99.1
Male	137	132	96.4
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	96	94	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	124	122	98.4
English Learners	18	18	100.0
Foster Youth	0.0	0.0	0.0
Homeless	13	11	84.6
Socioeconomically Disadvantaged	99	95	96.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	26	25	96.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1074	1067	79	7.4
Female	516	514	46	8.9
Male	557	552	33	6.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	60	1	1.7
Black or African American	--	--	--	--
Filipino	16	16	0	0.0
Hispanic or Latino	426	422	37	8.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	40	2	5.0
White	501	501	35	7.0
English Learners	60	58	6	10.3
Foster Youth	--	--	--	--
Homeless	30	29	5	17.2
Socioeconomically Disadvantaged	301	297	39	13.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	108	106	12	11.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.78	5.04	3.35	1.78	1.71	1.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.28	0.48	0	0.06	0.09	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.35	0.00
Female	2.91	0.00
Male	3.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.67	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.98	0.00
White	2.20	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	5.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Procedures in the Ripon High School Safety Plan and Crisis Response Plan are practiced and reviewed in an ongoing manner with updates being made as necessary. Safety Plan was reviewed with staff on 8/7/23 and all changes approved with safety team and Site Council on 12/6/23. The schools' safety committee meets weekly to discuss safety issues and update

2024-25 School Safety Plan

procedures as appropriate. Members include Ripon Police, administration, counselor, campus supervisors, secretary, and other staff as appropriate to give input. Topics range from emergency drills, student safety, sanitation dress code, and student supervision.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	33	1
Mathematics	21	19	22	1
Science	22	11	25	1
Social Science	24	13	27	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	31	27	
Mathematics	21	23	19	2
Science	20	20	17	
Social Science	20	23	28	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	27	31	1
Mathematics	20	23	20	1
Science	19	21	15	
Social Science	22	19	27	2

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1:349

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,253.91	$3,572.95	$9,680.96	$75,600.66
District	N/A	N/A	$9,205.37	$79,000
Percent Difference - School Site and District	N/A	N/A	5.0	-4.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-10.7	-14.8

Fiscal Year 2023-24 Types of Services Funded

Programs and supplemental services available at Ripon High School include English Learner services, special education services, response to intervention supporting Multi-Tiered-System of Supports (MTSS) , JROTC and CTE courses that will prepare students for post secondary careers or allow them to further their education in their chosen field. Math tutoring program/ intervention has been developed into a class to support all learners from AP courses to CP. English Learners are also provided support through tutoring and a push-in model during instruction with para-professionals. English Language Learners are provided tutoring weekly.

We continue to provide teacher support through instructional coaching and have allocated two periods using one teacher. This has increased collaboration and the development of best instructional practices.
Social and emotional learning has become an area of emphasis to support the whole child as we use Character Strong and Common Sense.org on a weekly basis. This curriculum helps with character building, decision making, as well as school climate/ culture.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,544	$54,930
Mid-Range Teacher Salary	$77,357	$85,386
Highest Teacher Salary	$104,252	$111,172
Average Principal Salary (Elementary)	$139,594	$136,564
Average Principal Salary (Middle)	$0	$141,339
Average Principal Salary (High)	$142,600	$153,241
Superintendent Salary	$225,000	$224,537
Percent of Budget for Teacher Salaries	30.63	28.69
Percent of Budget for Administrative Salaries	4.8	5.55

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	30.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	1
Foreign Language	3
Mathematics	2
Science	2
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

This section provides information on the annual number of school days dedicated to districtwide staff development for the most recent four-year period.
District wide, Ripon Unified is committed to staff development and before the current budget crisis provided several contracted staff development days for teachers.
2024/2025-5 days
2023/2024- 5 days
2022-2023- 5 days
2021-2022- 4 days

RHS has continued to use Wednesdays as department collaboration to discuss best instructional practices. Ripon High School has prioritized Universal Design for Learning (UDL) to decrease learning barriers and increase student voice and choice when displaying mastery. Professional Development continues to be a priority and is planned in a collaborative manner as staff are given a survey on best teaching practices to increase staff buy in. Often staff have choice that they feel most pertains to them and their content area. Additionally, student data/ evidence is analyzed to prioritize needs. Math, EL strategies (Thinking Maps) and using technology platforms to increase checking for understanding throughout the lesson. Professional development days have been allotted for Math, EL and Science cadres for specific training within departments as well as county support. Counselors took place in the Community College, CSU and UC to learn new updates and requirements regarding admission and designated student groups. Classified staff has participated in ARIES training to learn student management system.

RHS continues to focus on educating the "whole child" while building on relationships through Social and Emotional Learning and providing best instructional practices for all student groups while using the Character Strong and Common Sense.org curriculum. We have developed whole school lessons using livestreams to increase engagement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5