

Ramona High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 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	Victor Cisneros
Email Address	vcisneros@riversideunified.org
School Website	ramona.riversideunified.org
County-District-School (CDS) Code	33-67215-3336492

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

The School and Community:

Opened in 1956, Ramona High School is one of five comprehensive public high schools in the Riverside Unified School District. Ramona High School has a culturally diverse population that is 82% Hispanic, 4% Black, 3% Asian, 9% White and 2% Other. Approximately 90% of our students receive free/reduced lunch. 28% participate in Ramona's college readiness program called AVID. For many years, Ramona has been designated as a "National Demonstration School" for its AVID program which prepares first generation, underrepresented students for higher education.

Located in the Inland Empire region of Southern California, the city of Riverside enjoys a diversified economic base. With a population of approximately 328,000, the city is surrounded by various educational institutions such as the University of California, Riverside, California Baptist University, La Sierra University and Riverside Community College. Ramona High School is accredited by WASC (Western Association of Schools and Colleges).

The Program:

* 17 AP Courses: (American Government, Biology, Calculus A/B, Calculus B/C, Chemistry, English Language & Composition,

2023-24 School Description and Mission Statement

English Literature & Composition, Environmental Science, European History, Human Geography, Music Theory, Physics, Psychology, Spanish Language, Spanish Literature, Statistics, and U.S. History)

* 10 Honors Courses: (American Literature, Biology, Chemistry, Economics, Introduction to Literature, Spanish, U.S. History, World History, World Literature, Math 3 Accelerated)

* Dual Enrollment (Riverside Community College): (Interpersonal Communication, Sociology, Psychology, Music, English, Theater, Guidance)

Special Programs:

* Advancement Via Individual Determination (AVID) is a four year college readiness program designed to motivate students to seek a college education, teach them necessary study skills, and provide tutorial assistance. Underrepresented and/or socio-economically disadvantaged students with academic potential are eligible for the program. For the past ten years, Ramona's AVID Senior classes receive an average of over 3 million dollars in financial aid every year. Since 2006, an average of 97% of our AVID seniors have been admitted to one or more four year colleges and universities.

* Ramona Arts Magnet mentors aspiring young artists in singing, dancing, acting, visual arts, piano, guitar, strings, and instrumental music. Ramona's magnet arts program builds and strengthens each student's creative talents, imagination and character while providing them both the traditional high school and arts conservatory experiences they need to compete globally both in college and in their chosen career.

* Health and Careers Academy (HCA) is a career technical education preparing students for healthcare professions and postsecondary education/opportunities. Students participate in job shadowing, mentoring, guest speakers and fieldtrips while earning articulated college credit.

* Ramona U is a highly successful program designed to help students recover the credits needed to earn a high school diploma, make up courses for admission into California public universities, and move on to the next phase of their lives. Ramona U students learn that success and new opportunities exist through goal setting and perseverance.

* MCJROTC is a Junior ROTC program that develops the leadership and character of the cadets while instilling an understanding of the responsibilities of citizenship.

Rank/GPA Calculation:

* Our school no longer ranks students based upon their GPA's.

* Beginning with grade 9, all subjects, whether passed or failed, are included in the computation for grade point average (GPA). A minimum of 220 credits is required for graduation. Designated AP and Honors courses are weighted by one point.

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Awards and Distinctions, (2010-2023)

* 24 Dell Scholars * 13 Questbridge Scholars

* 2 Posse Scholars * 2 Gates Millennium Scholars

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	563
Grade 10	575
Grade 11	610
Grade 12	472
Total Enrollment	2,220

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.2%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	4.5%
Filipino	0.6%
Hispanic or Latino	81.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1%
White	9.5%
English Learners	13.9%
Foster Youth	0.5%
Homeless	2.9%
Socioeconomically Disadvantaged	87%
Students with Disabilities	13.2%

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	75.00	84.08	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.45	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	3.31	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.41	17.00	0.99	12115.80	4.41
Unknown	8.60	9.73	151.80	8.83	18854.30	6.86
Total Teaching Positions	89.20	100.00	1720.00	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)	64.80	72.14	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	1.10	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.70	8.57	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.70	6.43	38.00	2.21	11953.10	4.28
Unknown	10.50	11.73	127.00	7.37	15831.90	5.67
Total Teaching Positions	89.80	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.50	0.90
Misassignments	2.40	6.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	7.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.20
Local Assignment Options	1.50	5.50
Total Out-of-Field Teachers	2.10	5.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	5.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

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 StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
Mathematics	Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)	Yes	0%

	<p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p>		
Science	<p>Miller & Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p>	Yes	0%
History-Social Science	<p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p>	Yes	0%

	CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)		
Foreign Language	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report

10/2/2023

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		332 Class: Dirty return vent. 360 Class: Trip hazard on floor. Boys Locker Room: Seven light fixtures out and ceiling missing panel. Girls Locker Room: Light fixture missing cover, damaged ceiling and wall. Gym: Trip hazard on floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		141 Class: Electrical cord without protector. 81 Class: Broken wallplate. 85 Class: Electrical cord without covers. Boys Locker Room: Seven light fixtures out and ceiling missing panel. Girls Locker Room: Light fixture missing cover, damaged ceiling and wall. Library: OBSERVATION: One light fixture out (low impact). Electrical cord without protector.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		351 Class: Loose faucet. Boys Restroom: Damaged stall doors. Boys Restroom: No paper towels and no soap. Girls Restroom: Damaged stall doors.

School Facility Conditions and Planned Improvements

				Girls Restroom: Loose toilet seat.
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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	51	46	44	47	46
Mathematics (grades 3-8 and 11)	20	17	30	31	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	564	559	99.11	0.89	50.54
Female	279	277	99.28	0.72	58.84
Male	284	281	98.94	1.06	42.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	22	95.65	4.35	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	462	458	99.13	0.87	49.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	54	54	100.00	0.00	53.70
English Learners	72	70	97.22	2.78	4.29
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	37.93
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	485	480	98.97	1.03	48.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	66	94.29	5.71	7.58

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	565	559	98.94	1.06	17.17
Female	279	277	99.28	0.72	14.44
Male	285	281	98.60	1.40	19.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	22	95.65	4.35	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	463	458	98.92	1.08	14.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	0.00
White	54	54	100.00	0.00	35.19
English Learners	73	71	97.26	2.74	2.82
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	10.34
Military	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	486	480	98.77	1.23	15.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	66	94.29	5.71	3.03

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.36	20.26	26.85	27.64	29.47	30.29

2022-23 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	1024	1014	99.02	0.98	20.51
Female	497	495	99.60	0.40	17.17
Male	526	518	98.48	1.52	23.55
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	50.00
Black or African American	48	46	95.83	4.17	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	814	806	99.02	0.98	19.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	23.08
White	107	107	100.00	0.00	25.23
English Learners	115	113	98.26	1.74	0.00
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	13.95
Military	40	40	100.00	0.00	20.00
Socioeconomically Disadvantaged	891	881	98.88	1.12	18.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	125	96.15	3.85	4.80

2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts

Applied Digital Media - CPA Name: Media and the Arts Academy

Digital Media Arts

Multimedia Arts

Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology

Biomedical Sciences (Project Lead the Way)

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovations

Health Science and Medical Technology: Patient Care

Health Careers & Patient Care (ROP)

RCOE Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation

Game Design & Development

Game Design Principles

Digital Game Design

Video Game Development

Information and Communication Technologies: Networking

Networking & Cybersecurity - ROP

RCOE IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

Intermediate Technical Theater

Advanced Technical Theater

Business and Finance: International Business

International Business

Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

2022-23 Career Technical Education Programs

Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
Digital Marketing Through Social Media

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
Arts, Media, and Entertainment: Design, Visual, and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
Professional Photography I
Professional Photography II

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Intermediate Culinary Arts
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

2022-23 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development

Riverside Virtual School
Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	602
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.78
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	54.03

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	87.50%	86.50%	87.90%	87.70%	88.40%

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.

2023-24 Opportunities for Parental Involvement

The parent involvement contact at this school is Victor Cisneros, Principal, and can be contacted at 951-352-8429 or via email at vcisneros@riversideunified.org

Ramona High School values community partnerships and believes that student success stems from a strong collaboration between families and school. Ramona Parents have a variety of opportunities for involvement in their student's education.

Parents may participate in the following organizations:
PTSA (Parent/Teacher Student Association)
SSC (School Site Council)
ELAC (English Learner Advisory Committee)
AAPAC (African American Parental Advisory Committee)
Booster Club (Athletics, Performing Arts, Competition Teams)

Ramona Family Engagement Center

The Ramona Family Engagement Center opened during the 2019-2020 School year. Although interrupted by the COVID-19 Pandemic, the RFEC hosts a variety of parent seminars and webinars that provide parents with the tools to support their students. Seminars focus on student mental health and well-being, College & Career Readiness, and student academic support. The RFEC partners with the RUSD Family Resource Center as well as community organizations such as Riverside Medical Clinic. The Engagement Center is staffed by a Community Bilingual Assistant who also supports parents with access to parent resources such as AERIES parent portal and Google Classroom.

Ramona High School hosts Back to School Night and Parent Teacher Conference events on campus for parents to meet and greet teachers and staff. Parents are also welcome to make individual appointments, and conferences with teachers and administrators as needed.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.4	0	0.9	2.2	3.2	3.6	9.4	7.8	8.2
Graduation Rate	96.9	97.9	97.7	94.3	94.1	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	438	428	97.7
Female	219	214	97.7
Male	218	213	97.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	18	17	94.4
Filipino	--	--	--
Hispanic or Latino	345	339	98.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	44	95.7
English Learners	55	52	94.5
Foster Youth	--	--	--
Homeless	22	20	90.9
Socioeconomically Disadvantaged	406	397	97.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	65	57	87.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2403	2307	337	14.6
Female	1137	1093	149	13.6
Male	1261	1210	188	15.5
Non-Binary	5	4	0	0.0
American Indian or Alaska Native	7	7	1	14.3
Asian	36	35	3	8.6
Black or African American	112	109	16	14.7
Filipino	13	13	2	15.4
Hispanic or Latino	1949	1868	270	14.5
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	25	25	4	16.0
White	224	218	36	16.5
English Learners	369	338	54	16.0
Foster Youth	14	11	1	9.1
Homeless	92	86	22	25.6
Socioeconomically Disadvantaged	2078	1994	296	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	326	312	75	24.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.48	5.78	7.45	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.35	0.04	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.45	0.04
Female	5.72	0.09
Male	9.04	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.78	0
Black or African American	10.71	0
Filipino	7.69	0
Hispanic or Latino	7.54	0.05
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.7	0
English Learners	7.05	0
Foster Youth	21.43	0
Homeless	5.43	0
Socioeconomically Disadvantaged	7.84	0.05
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.28	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	7	307	1	
Mathematics	7	283	2	
Science	7	224		
Social Science	7	249	3	

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	23	47	19	28
Mathematics	24	30	18	34
Science	25	23	17	26
Social Science	23	26	22	21

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	18	82	30	22
Mathematics	22	51	22	27
Science	21	43	21	24
Social Science	19	57	24	14

2022-23 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	426.92

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	9,896.88	1,970.98	7,925.90	96,082.92
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	13.6	-0.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	1.5	11.8

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.4
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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	6
Fine and Performing Arts	1
Foreign Language	5
Mathematics	4
Science	5
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	30

Professional Development

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

Every content teacher at Ramona has 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.

Professional Development

Ramona High School has 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. The observations completed must be an AVID tutorial, HCA or CTE Course, and teachers' choice (any course). 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.

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

2020-2021

Due to COVID-19 restrictions, our school district mandated that conferences are on an as-needed basis. Our staff and teachers were approved for the following conferences that support our site goal of identifying inequities in current practices specifically in areas of grading, A-G completion, and AP enrollment:

- AP by the Sea for new and returning AP teachers.
- Albert IO - personalized learning in core academic areas
- School Counselor Leadership Network
- Grading Practices Project
- Epoch Education Equity
- AVID Distance Learning Practices

2021-2022

- MTSS
- AP By the Sea
- School Counselor Leadership Network
- Equitable Grading Practices

2022-2023

- MTSS (added an MTSS Liaison and continued with our MTSS Counselor)
- Advanced Placement Summer Institute
- Grading for Equity (working with author, Mr. Joe Feldman directly)
- Albert IO
- AVID Summer Institute

2023-2024

- MTSS
- AP Summer Institute
- Kagan Training
- AVID Summer Institute
- Gallup Strengths Training
- School Counselor Leadership Network

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10