

Ripon High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

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
E-mail Address	krangel@sjcoe.net
Web Site	www.riponhigh.net
CDS Code	39686503935756

District Contact Information	
District Name	Ripon Unified District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
E-mail Address	zrobeson@sjcoe.net
Web Site	www.riponusd.net

School Description and Mission Statement (School Year 2018-19)

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 45% increase in population size. 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 965 represents increasingly diverse ethnic and socio-economic groups with a wide range of language skills and academic abilities. More than half of the student population is White, not hispanic, with the remaining students primarily Hispanic. 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.

Facilities improvements in the last year has included; bleachers, new field, and a all weather track. A weight training facility was added to the new gym complex as well as a state of the art Aquatic Center. 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
- Demonstrate use of current technologies
- Develop and pursue goals

* Community Contributors:

- Understand the rights and responsibilities of citizenship
- Respect individual differences
- Participate in community service

* Effective Communicators:

- Successfully exchange and interpret ideas through oral and written language
- Work well as team members

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	264
Grade 10	242
Grade 11	212
Grade 12	205
Total Enrollment	923

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.8
Asian	3.6
Filipino	1.7
Hispanic or Latino	35.9
Native Hawaiian or Pacific Islander	0.5
White	54.0
Socioeconomically Disadvantaged	35.4
English Learners	6.4
Students with Disabilities	8.1
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	40	45	45	145
Without Full Credential	4	3	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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)	Yes	0
Mathematics	Freeman; 2016 AP Statistics: The Practice of Statistics for AP, 4th Edition Heath; 1995 Statistics: Understanding Statistics, 5th Edition Houghton Mifflin; Pre-Calculus: Pre-Calculus with Limitations, 2nd Edition; 1997 AP Calculus: Calculus; 8th Edition; 2005 Mathematics College Prep Math; 2015 International Math: Secondary I-III Mathematics (MVP online)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Addison-Wesley; 1995 Chemistry: Chemistry, 4th Edition</p> <p>Benjamin Cummings; 1999 Physiology: Essentials of Human Anatomy and Physiology, 5th Edition</p> <p>Campbell; 2016 AP Biology: Campbell Biology, 10th Edition</p> <p>Freeman; 2016 AP Environmental Science: AP Environmental Science; 2nd Edition</p> <p>Friedland and Relyea; 2016 AP AG Environmental: Environmental Science for AP, 2nd Edition</p> <p>Glencoe McGraw-Hill; 2005 Honors Biology: Biology, 7th Edition Life Science: Life Science</p> <p>Holt, Rinehart, and Winston; AG Biology: Biology, Principles & Exploration; 2001 Physics: Physics, California; 2007</p> <p>Houghton Mifflin; 2013 AG Science: Environmental Science</p> <p>Pearson Prentice Hall; Biology: Biology; 2002 Earth Science: Earth Science California; 2006 Physics: Conceptual Physics - The High School Physics Program and Laboratory Manual and Practice Book; 2009</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Houghton Mifflin; 2016 World Geography: Geography</p> <p>McDougal Littell; 2006 US History: The Americans, Reconstruction to the 21st Century - CA Edition World History: Modern World History, Patterns of Interaction - CA Edition</p> <p>Pearson Prentice Hall; AP Government: Government in America, AP Edition; 2014 AP Human Geography: The Cultural Landscape; 2016 Economics: Principals in Action; 2007 Government: Magruder's American Government, California; 2006</p> <p>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</p> <p>Worth; 2013 Psychology: Thinking About Psychology, 3rd Edition</p>	Yes	0
Foreign Language	<p>Houghton Mifflin; 2003 AP Spanish: Continuemos</p> <p>McDougal Littell; 1999 Spanish III and IV: Dime Dos</p> <p>Vista Higher Learning; Spanish I: Descumbre I; 2015 Spanish II: Descumbre II; 2016</p>		0
Health	<p>Holt, Rinehart, and Winston; Health: Lifetime Health, 2010</p>		0
Visual and Performing Arts	<p>McGraw Hill; 2011 Music: Music, An Appreciation, 10th Edition</p>		0
Science Laboratory Equipment (grades 9-12)	Sufficient		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ripon High School site traces its origins to 1910. A combination of new construction, remodeling, and modernization has kept the school up to date over the years since then. The most recent were the 2003-2006 modernization projects. These facilities improvements have created better learning opportunities for students. Science labs, Agriculture classrooms and facilities, and the main gym and locker rooms have been completely modernized. A weight training facility was added to the new gym complex. Classrooms and offices in the B building and the library were completed. The music building and the secondary gym were remodeled and upgraded as well. A trained, professional staff maintains the buildings and grounds and keep up the safety and beauty of the campus. Exterior needs painting. Some roofs need repairing. Bathrooms need modernizing F Bldg and H1-H3: carpet has been replaced.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: May 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	#4 Main gym ceiling tiles continue to fall occasionally #4 All (MUB) flooring needs replacement except in staff lounge, interior wall paper needs replacing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	(Field) Restrooms are old, not ADA compliant, need new restroom building
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot on fascia board, Roofing needs replaced as monies allow. H1-H3 Roofing needs replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	68.0	59.0	61.84	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	40.0	42.0	50.98	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	192	94.58	67.71
Male	103	95	92.23	60.00
Female	100	97	97.00	75.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	91.67
Filipino	--	--	--	--
Hispanic or Latino	74	68	91.89	60.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	101	96.19	71.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	60	89.55	54.23
English Learners	27	26	96.30	7.69
Students with Disabilities	11	10	90.91	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	193	95.07	39.9
Male	103	96	93.2	39.58
Female	100	97	97	40.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	74	69	93.24	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	101	96.19	41.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	61	91.04	25.
English Learners	27	25	92.59	16.67
Students with Disabilities	11	9	81.82	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Ripon High School offers a wide range of CTE courses that will prepare students for post secondary careers or allow them to further their education in their chosen field. Programs are offered in; Agriculture and Natural Resources, Information and Communication Technologies, Business and Finance and Education, Child Development and Family Services.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	518
% of pupils completing a CTE program and earning a high school diploma	46%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.0	28.8	31.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

All parents are encouraged to participate in Ripon High programs and activities. Parents may serve as members of the School Site Council, Agriculture Advisory, English Language Advisory, Boosters (including band, JROTC, and numerous athletic organizations). Ripon RHS is active on social media through Facebook, 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 is extremely open to Student-Study Teams and regularly holds them 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.5	1.5	0.5	2.3	1.4	11.7	10.7	9.7	9.1
Graduation Rate	97.9	98.5	99.1	96.7	98.2	77.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	99.1	84.7	88.7
Black or African American	100.0	77.8	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	93.8	94.9
Filipino	100.0	66.7	93.5
Hispanic or Latino	100.0	84.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	88.2	92.1
Two or More Races	83.3	77.5	91.2
Socioeconomically Disadvantaged	100.0	77.1	88.6
English Learners	77.8	52.9	56.7
Students with Disabilities	100.0	65.6	67.1
Foster Youth	100.0	50.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.9	11.1	12.1	4.1	4.2	3.7	3.7	3.7	3.5
Expulsions	0.0	0.2	0.4	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The 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. The schools' safety committee meets weekly to discuss safety issues and updates 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 to parking lot concerns.

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 reviewed safety procedures and plans on August 13, 2018, with all staff. Emergency Classroom Lockdown Kits are located in each classroom in the event of a lockdown or emergency. School Site Council approved the School Safety Plan on November 26, 2018. Each teacher has received a RED FlipChart for use in their classroom for emergency response procedures.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	41	19		21.0	24	20	4	21.0	24	24	1
Mathematics	19.0	28	13		23.0	15	13	7	22.0	16	20	2
Science	22.0	11	15	1	24.0	11	11	7	22.0	11	18	1
Social Science	23.0	10	17	5	25.0	11	14	11	22.0	15	23	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.75	349
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.08	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9885.62	1972.71	7912.91	69063.27
District	N/A	N/A	7517.79	\$68,976
Percent Difference: School Site and District	N/A	N/A	5.1	0.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	10.5	-3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Programs and supplemental services available at Ripon High School include English Learner services, special education services, response to intervention, JROTC and CTE courses that will prepare students for post secondary careers or allow them to further their education in their chosen field. Programs are offered in; Agriculture and Natural Resources, Information and Communication Technologies, Business and Finance and Education, Child Development and Family Services. We have increased teacher support through instructional coaching and have allocated four periods using two teachers. This has increased collaboration and the development of best instructional practices. A .75 counselor was added to increase student services in college and career readiness.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,176	\$45,681
Mid-Range Teacher Salary	\$65,267	\$70,601
Highest Teacher Salary	\$88,111	\$89,337
Average Principal Salary (Elementary)	\$119,584	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$119,128	\$124,876
Superintendent Salary	\$164,874	\$182,466
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	14	18.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to districtwide staff development for the most recent three-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.

2018-19 4 days

2017-18 5 days

2016-17 4 days

Additionally, Professional development days are allotted for Math, Technology, EL and Science cadres for specific training in these areas. All RHS cadre's have three Professional Development days allocated. Ripon High staff meets weekly for collaboration and professional development opportunities within Ripon High's structure. Administration seeks staff input for the goals we have set for ourselves. Ripon High staff completed a survey to prioritize professional learning topics to support student learning.