

Ridgway High (Continuation)

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

| | |
|--|---|
| School Name | Ridgway High (Continuation) |
| Street | 325 Ridgway Ave. |
| City, State, Zip | Santa Rosa, CA 95401 |
| Phone Number | (707) 890-3770 |
| Principal | Donna Garibaldi |
| Email Address | dgaribaldi@srcs.k12.ca.us |
| School Website | https://rhs.srcschools.org |
| Grade Span | 10-12 |
| County-District-School (CDS) Code | 49709204935607 |

2025-26 District Contact Information

| | |
|-------------------------|--|
| District Name | Santa Rosa City Schools |
| Phone Number | (707) 890-3800 |
| Superintendent | Lisa August |
| Email Address | laugust@srcs.k12.ca.us |
| District Website | www.srcschools.org |

2025-26 School Description and Mission Statement

About Our School

Ridgway High School is centrally located in the suburban city of Santa Rosa, California. Ridgway High School is the only continuation school in the district with a maximum enrollment of 250 students. Ridgway High School is an essential component of alternative education for Santa Rosa City Schools, which includes an Independent Study Program (ISP), a Teen Parent Program, and six Special Education Transition classrooms. Ridgway High School has established itself as a high-performing campus with an emphasis on academic success for all students. Established in 1968, the school's facilities encompass five acres and were constructed in 2002.

2025-26 School Description and Mission Statement

Ridgway High School serves SRCS students who are credit-deficient but want to earn a high school diploma. The words of William Spady, known worldwide for his efforts in educational reform, "All students can learn and succeed, but not on the same day in the same way," are the foundations that form the basis for Ridgway High School's mission, learning outcomes, policies, and decision-making.

Staff, parents, and students feel that Ridgway High School is a safe and secure place. The campus culture and routines are well-established. Restorative practices are used in student discipline, with respect provided to all involved. Major discipline issues are not a regular occurrence on the campus as students are focused on graduation. Ridgway creates avenues for student success by stressing positive attitudes, regular attendance, and academic achievement. The school enables students to continue their education when they haven't been successful in the traditional high school system. Our high expectations hold students accountable to essential academic standards and rigorous graduation requirements.

School Description and Mission Statement

RHS MISSION:

Ridgway High School provides a safe, supportive environment for a diverse student population, focusing on credit recovery, personal accountability, and post-graduation transition skills.

RHS VISION:

Students will be immersed in individualized educational opportunities and experiences necessary to acquire the knowledge and skills required for today's evolving global landscape.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 11 | 56 |
| Grade 12 | 196 |
| Total Enrollment | 252 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 53.2 |
| Male | 46 |
| Non-Binary | 0.8 |
| American Indian or Alaska Native | 2 |
| Asian | 1.6 |
| Black or African American | 3.2 |
| Filipino | 0.4 |
| Hispanic or Latino | 73 |
| Native Hawaiian or Pacific Islander | 1.2 |
| Two or More Races | 4 |
| White | 14.7 |
| English Learners | 14.7 |
| Foster Youth | 0.8 |
| Homeless | 3.2 |
| Socioeconomically Disadvantaged | 61.5 |
| Students with Disabilities | 31 |

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.

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) | 11.5 | 70.6 | 359.5 | 78.28 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5.6 | 1.23 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 14.6 | 3.19 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.6 | 28.55 | 26.8 | 5.84 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.1 | 0.79 | 52.6 | 11.46 | 15831.9 | 5.67 |
| Total Teaching Positions | 16.3 | 100 | 459.2 | 100 | 279044.8 | 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.

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) | 11 | 64.27 | 409.9 | 82.49 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 8.8 | 1.77 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 21.3 | 4.29 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.1 | 29.7 | 22.8 | 4.6 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 5.92 | 33.9 | 6.84 | 14303.8 | 5.15 |
| Total Teaching Positions | 17.2 | 100 | 496.9 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 10 | 55.11 | 410.9 | 82.14 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0.8 | 4.53 | 10.3 | 2.07 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.4 | 18.84 | 27.9 | 5.59 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.7 | 9.56 | 21.4 | 4.29 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2.1 | 11.85 | 29.5 | 5.91 | 13705.8 | 4.91 |
| Total Teaching Positions | 18.3 | 100 | 500.2 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 3.4 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 3.4 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0.9 |
| Local Assignment Options | 4.60 | 5.1 | 0.7 |
| Total Out-of-Field Teachers | 4.60 | 5.1 | 1.7 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 1.1 | 10.8 |
| 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 | 4.9 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | December 2023 |
|---|--|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | American Literature: American Guidance Srv 1999, Dugan, Board Approved 4/9/2003 World Literature: American Guidance Srv 1999, Cassidy, Board Approved 4/9/2003 | 0 |
| Mathematics | Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018 | 0 |
| Science | Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8 | 0 |
| History-Social Science | Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magraders Amer Govt. 9780328987115 Pearson-Economic Prins in action. 9780328987023 | 0 |
| Foreign Language | N/A | 0 |
| Health | Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000 | 0 |
| Visual and Performing Arts | Film Studies, Art 1, Art 2 | 0 |
| Science Laboratory Equipment (grades 9-12) | microscopes | 0 |

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in October 2025 and had an overall rating of "Exemplary".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report

October 2025

| 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 | | | |
| 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 3 | 12 | 39 | 40 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 2 | 4 | 25 | 24 | 35 | 37 |

2024-25 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 | 123 | 116 | 94.31 | 5.69 | 12.07 |
| Female | 72 | 67 | 93.06 | 6.94 | 10.45 |
| Male | 49 | 47 | 95.92 | 4.08 | 14.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 97 | 91 | 93.81 | 6.19 | 9.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 13 | 92.86 | 7.14 | 7.69 |
| English Learners | 21 | 19 | 90.48 | 9.52 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 76 | 71 | 93.42 | 6.58 | 12.68 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 18.18 |

2024-25 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 | 123 | 105 | 85.37 | 14.63 | 3.81 |
| Female | 72 | 60 | 83.33 | 16.67 | 1.67 |
| Male | 49 | 43 | 87.76 | 12.24 | 6.98 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 97 | 84 | 86.60 | 13.40 | 2.38 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 10 | 71.43 | 28.57 | -- |
| English Learners | 21 | 17 | 80.95 | 19.05 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 76 | 64 | 84.21 | 15.79 | 3.13 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 10 | 90.91 | 9.09 | -- |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 3.3 | 0.56 | 25.17 | 26 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 204 | 184 | 90.20 | 9.80 | 0.56 |
| Female | 113 | 103 | 91.15 | 8.85 | 1.01 |
| Male | 87 | 78 | 89.66 | 10.34 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 154 | 142 | 92.21 | 7.79 | 0.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 10 | 76.92 | 23.08 | -- |
| White | 27 | 25 | 92.59 | 7.41 | 4.00 |
| English Learners | 33 | 29 | 87.88 | 12.12 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 14 | 73.68 | 26.32 | 7.14 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 123 | 108 | 87.80 | 12.20 | 0.93 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 13 | 86.67 | 13.33 | 7.69 |

2024-25 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

Culinary Arts

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

<https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=210564&SectionId=2861351>

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 99 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 16.7 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 76.59 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

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.

2025-26 Opportunities for Parental Involvement

The School Site Council (SSC), which always includes parent and student members, contributes to our school's annual plan and budget approvals. In addition, our English Learners Advisory Committee (ELAC) is for parents of English Learners (ELs) and gives input on services to ELs. The contact person for parent involvement is Andrea Hernandez, RHS Family Engagement Facilitator; she can be reached at (707) 890-3770. Parents are invited to quarterly enrollment meetings, Back to School night

2025-26 Opportunities for Parental Involvement

and all school events. Parents are involved in any student intervention meetings whenever possible. Families are invited to quarterly orientation meetings upon enrollment.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 8.7 | 5.7 | 3.6 | 12.5 | 9.8 | 7 | 8.2 | 8.9 | 8 |
| Graduation Rate | 81.9 | 90 | 88.4 | 82.6 | 86.3 | 89.7 | 86.2 | 86.4 | 87.5 |

2024-25 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 | 138 | 122 | 88.4 |
| Female | 66 | 59 | 89.4 |
| Male | 70 | 62 | 88.6 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 97 | 89 | 91.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 22 | 17 | 77.3 |
| English Learners | 25 | 24 | 96.0 |
| Foster Youth | -- | -- | -- |
| Homeless | 17 | 13 | 76.5 |
| Socioeconomically Disadvantaged | 123 | 109 | 88.6 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 17 | 11 | 64.7 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 377 | 368 | 243 | 66.0 |
| Female | 192 | 189 | 132 | 69.8 |
| Male | 181 | 175 | 108 | 61.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 276 | 272 | 171 | 62.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 18 | 18 | 16 | 88.9 |
| White | 55 | 52 | 34 | 65.4 |
| English Learners | 60 | 59 | 38 | 64.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 28 | 27 | 26 | 96.3 |
| Socioeconomically Disadvantaged | 267 | 263 | 183 | 69.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 94 | 91 | 52 | 57.1 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 6.49 | 3.09 | 2.65 | 10.12 | 7.74 | 6.83 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.21 | 0.21 | 0.29 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.65 | 0.00 |
| Female | 3.13 | 0.00 |
| Male | 2.21 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.17 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 11.11 | 0.00 |
| White | 3.64 | 0.00 |
| English Learners | 3.33 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 3.57 | 0.00 |
| Socioeconomically Disadvantaged | 3.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.19 | 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.

2025-26 School Safety Plan

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Our school site is small, and its configuration allows for excellent supervision before school, during breaks and passing periods, and after school. Ridgway High School is a closed campus that offers a variety of flexible schedules from four to seven class periods. The school has ample staff supervision during these times. Our school, with district guidance, evaluates and revises the school safety plan and emergency procedures yearly.

School Site Counsel signed the safety plan on May 12, 2025, The School Safety Committee meets monthly to discuss all campus safety concerns. A variety of emergency drills are executed monthly and reflected upon to improve practice.

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 | 7 | 46 | 0 | 0 |
| Mathematics | 12 | 14 | 1 | 0 |
| Science | 11 | 14 | 0 | 0 |
| Social Science | 12 | 21 | 4 | 0 |

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 | 17 | 14 | 8 | |
| Mathematics | 15 | 10 | 3 | |
| Science | 14 | 8 | 1 | |
| Social Science | 14 | 22 | 6 | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 10 | 37 | | |
| Mathematics | 13 | 12 | | |
| Science | 17 | 4 | 6 | |
| Social Science | 12 | 23 | 3 | |

2024-25 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 | 91.33 |

2024-25 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) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.3 |
| Social Worker | |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0.1 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$19,623.39 | \$4,853.92 | \$14,769.47 | \$99,981.55 |
| District | N/A | N/A | \$8,203.39 | |
| Percent Difference - School Site and District | N/A | N/A | 57.2 | 186.5 |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | 31.3 | |

Fiscal Year 2024-25 Types of Services Funded

Supplemental funding includes the LCAP and School-wide Title I funds. All funding sources are monitored and approved by the Ridgway Site Council. CTE programs, are continuing to be developed and expanding to support student interest and learning. Low student to counselor ratio to support students. Teen parent program to support students along with onsite child care. Quarterly college exploration field trips supported by the College and Career Counselor.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

District-Level Professional Development:
Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity-based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big

Professional Development

ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler’s strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on the implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site-based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development:

Monthly Professional Learning Community meetings are conducted where staff looks at student data to improve practices. Weekly Common Planning time is used for teachers to collaborate as departments or as a whole to look at tiered intervention systems to support all students. The Language Acceleration Review Committee meets quarterly to improve English Language Acquisition practices in all classes.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 2 |