

Ridgway High (Continuation)
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	325 Ridgway Ave. Santa Rosa, CA , 95401- 4334	Principal:	Donna Candelaria, Principal
Phone:	(707) 890-3770	Grade Span:	9-12

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 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.

About This School

Donna Candelaria, Principal

📍 Principal, Ridgway High (Continuation)

About Our School

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Contact

Ridgway High (Continuation)

325 Ridgway Ave.

Santa Rosa, CA 95401-4334

Phone: [\(707\) 890-3770](tel:(707)890-3770)

Email: dcandelaria@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2023–24)

School Name	Ridgway High (Continuation)
Street	325 Ridgway Ave.
City, State, Zip	Santa Rosa, CA , 95401-4334
Phone Number	(707) 890-3770
Principal	Donna Candelaria, Principal
Email Address	dcandelaria@srcs.k12.ca.us
Website	https://sites.google.com/srcs.k12.ca.us/ridgwayhighschool/home
County-District-School (CDS) Code	49709204935607

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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 300 students. Ridgway High School is an essential component of alternative education for Santa Rosa City Schools which includes Independent Study Program (ISP), Teen Parent Program, and two Special Education Transition programs. 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.

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," is the foundation that forms 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

Ridgway High School's mission is to provide a safe, supportive environment with a standards-based curriculum, focusing on credit recovery, personal accountability, and post-graduate transition skills.

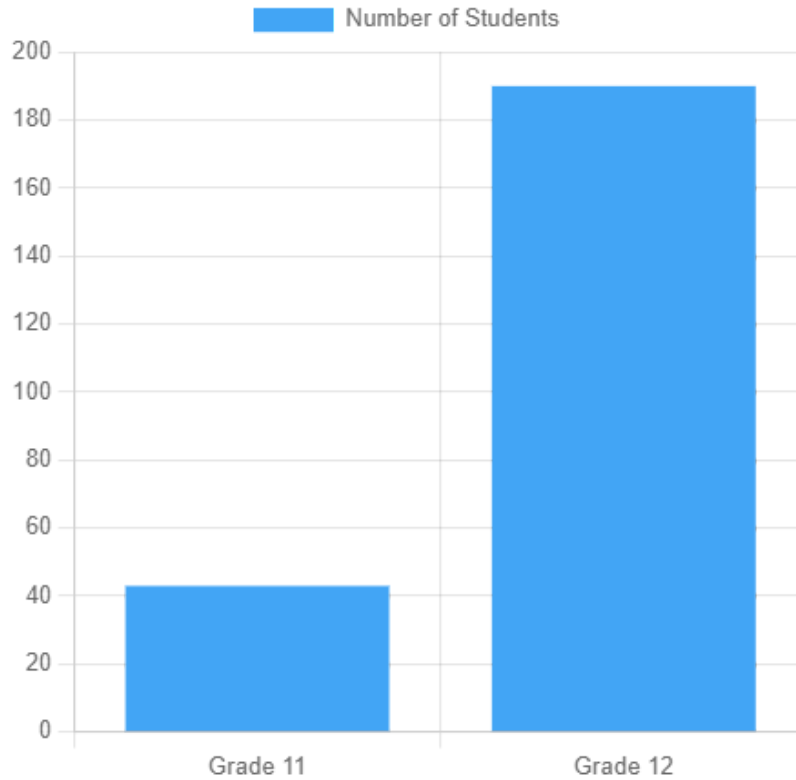
The vision of Ridgway High School is to provide a variety of educational opportunities necessary for students to acquire knowledge and skills in a safe and supportive environment. We encourage students to maintain daily attendance, academic achievement, and positive attitudes while respecting themselves and others.

- We believe in the potential and worth of each student as a unique individual.
- We believe education is the key to success in life.
- We believe students and staff should be active participants in the educational process.
- We believe educational success depends on emphasizing the positive characteristics of individuals.
- We believe students and staff should act respectfully, be responsible, and choose kindness.
- We believe all students should have access to social and emotional wellness support.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 11	43
Grade 12	190
Total Enrollment	233



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.50%
Male	54.10%
Non-Binary	0.40%
American Indian or Alaska Native	1.30%
Asian	2.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.30%
Foster Youth	0.90%
Homeless	1.70%
Migrant	1.30%

Student Group	Percent of Total Enrollment
Black or African American	2.60%
Filipino	0.90%
Hispanic or Latino	71.20%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	3.40%
White	17.20%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.20%
Students with Disabilities	30.90%

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 Preparation and Placement (School Year 2020–21)

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)	12.40	70.32%	391.70	79.66%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	12.30	2.51%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	6.38%	21.60	4.41%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	20.43%	15.20	3.09%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	2.82%	50.80	10.33%	18854.30	6.86%
Total Teaching Positions	17.70	100.00%	491.80	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.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

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)	11.50	70.60%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.60	28.55%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	0.79%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	16.30	100.00%	459.20	100.00%	279044.80	100.00%

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

Last updated: 1/31/24

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	1.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	0.00

Last updated: 11/2/23

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

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.50	4.60
Total Out-of-Field Teachers	3.60	4.60

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.90%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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?	Yes	0
Mathematics	?Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018?	Yes	0
Science	?Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8?	Yes	0
History-Social Science	?Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magruders Amer Govt. 9780328987115	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Pearson-Economic Prins in action. 9780328987023?		
Foreign Language			0
Health	?Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000?	Yes	0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

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 on 12/31/23 and had an overall rating of "Good". The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

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)	16%	10%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	1%	0%	25%	24%	33%	34%

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.

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

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	109	89.34%	10.66%	10.09%
Female	65	56	86.15%	13.85%	8.93%
Male	57	53	92.98%	7.02%	11.32%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	95	85	89.47%	10.53%	5.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	14	82.35%	17.65%	14.29%
English Learners	20	19	95.00%	5.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	80	71	88.75%	11.25%	11.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	13	86.67%	13.33%	0.00%

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

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.

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.

Last updated: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	110	90.16%	9.84%	0.00%
Female	65	57	87.69%	12.31%	0.00%
Male	57	53	92.98%	7.02%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	86	90.53%	9.47%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	14	82.35%	17.65%	0.00%
English Learners	20	19	95.00%	5.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	80	72	90.00%	10.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	0.00%

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

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.

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.

Last updated: 1/31/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	2.56%	3.79%	26.52%	24.05%	29.47%	30.29%

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

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.

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.

Last updated: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	211	91.74%	8.26%	3.79%
Female	112	98	87.50%	12.50%	2.04%
Male	118	113	95.76%	4.24%	5.31%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	157	91.28%	8.72%	3.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	37	33	89.19%	10.81%	6.06%
English Learners	39	37	94.87%	5.13%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	138	91.39%	8.61%	4.35%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00%	10.00%	3.70%

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.

Last updated: 1/31/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/24***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	81.20%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/31/24

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

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

Opportunities for Parental Involvement (School Year 2023–24)

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 Bernice Flores Camacho, RHS Family Engagement Facilitator; she can be reached at (707) 890-3770.

State Priority: Pupil Engagement

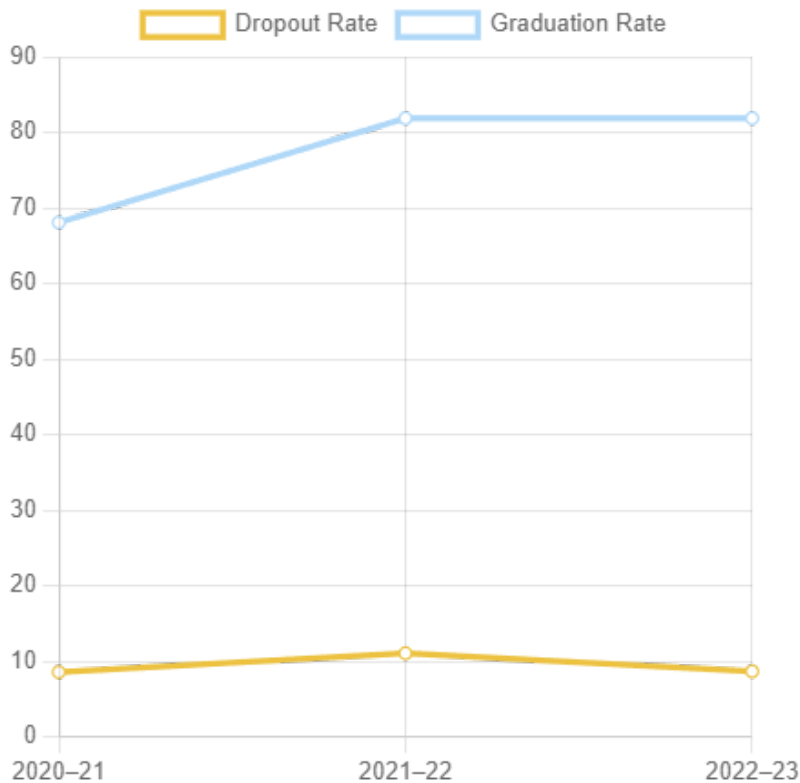
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	8.6%	11.1%	8.7%	14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate	68.1%	81.9%	81.9%	80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

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



Last updated: 1/31/24

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	149	122	81.9%
Female	62	49	79.0%
Male	86	72	83.7%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	100	79	79.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	25	89.3%
English Learners	32	29	90.6%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	136	112	82.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	14	63.6%

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 student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	385	373	270	72.4%
Female	182	177	134	75.7%
Male	202	195	136	69.7%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	6	6	4	66.7%
Asian	10	9	5	55.6%
Black or African American	8	8	8	100.0%
Filipino	3	3	3	100.0%
Hispanic or Latino	276	269	200	74.3%
Native Hawaiian or Pacific Islander	3	3	1	33.3%
Two or More Races	11	11	8	72.7%
White	68	64	41	64.1%
English Learners	72	69	50	72.5%
Foster Youth	5	4	4	100.0%
Homeless	8	8	7	87.5%
Socioeconomically Disadvantaged	244	238	181	76.1%
Students Receiving Migrant Education Services	5	5	5	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	94	92	64	69.6%

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.

Last updated: 1/31/24

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 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	0.00%	2.65%	6.49%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

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.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.49%	0.00%
Female	2.75%	0.00%
Male	9.90%	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	5.80%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	18.18%	0.00%
White	7.35%	0.00%
English Learners	8.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.56%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.32%	0.00%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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 five to nine class periods that include an advisory period. 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.

Last updated: 1/31/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	52		
Mathematics	17.00	6	4	
Science	22.00	3	5	
Social Science	19.00	13	14	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	63	1	
Mathematics	8.00	18	3	
Science	10.00	14	2	
Social Science	10.00	36	7	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	46	0	0
Mathematics	12.00	14	1	0
Science	11.00	14	0	0
Social Science	12.00	21	4	0

* 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.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	116.5

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	0.10

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.10

* 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.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23813.00	\$8234.00	\$15579.00	\$126049.00
District	N/A	N/A	\$15109.00	\$4413.00
Percent Difference – School Site and District	N/A	N/A	10696.00%	100405.00%
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

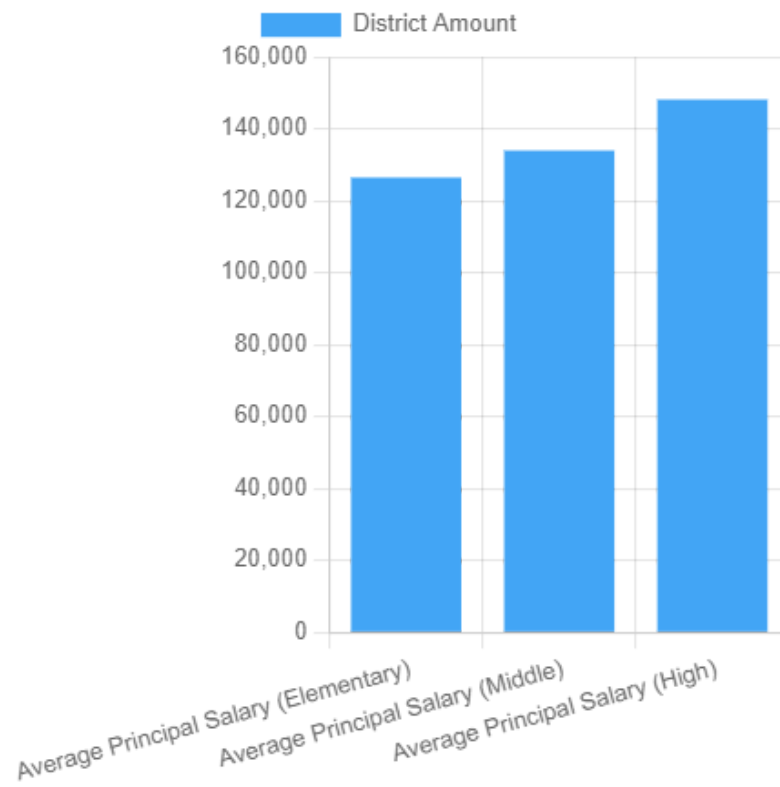
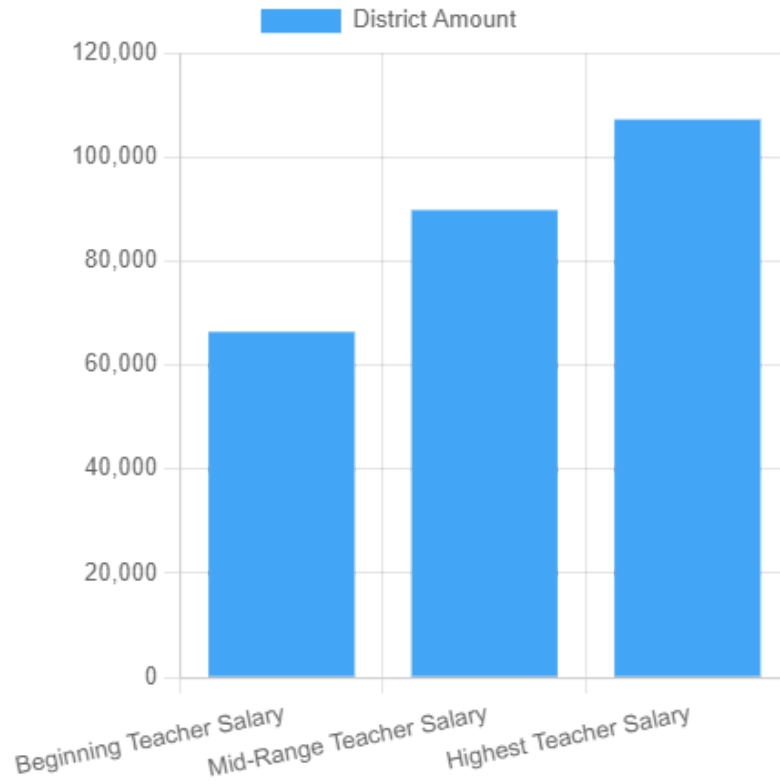
Supplemental funding includes the LCAP and School-wide Title I funds. All funding sources are monitored and approved by the Ridgway Site Council.

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	33.16%	0.00%
Percent of Budget for Administrative Salaries	5.15%	0.00%

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



Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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*	0

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

Last updated: 1/31/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24