

# Montecito High School

720 Ninth St. • Ramona, CA 92065-2348 • (760) 787-4300 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Ramona City Unified**

720 Ninth St.  
Ramona, CA 92065  
760-787-2000  
<http://www.ramonausd.net>

### **District Governing Board**

Roger Dohm, President  
Dawn Perfect, Vice President  
Darren Drum  
Kim Lasley  
Bob Stody

### **District Administration**

Anne Staffieri, Ed.D  
**Superintendent**

### **Principals Message**

Welcome to Montecito High School. Our purpose at the alternative high school site is to promote and support student learning. The MHS team of teachers and staff teach California standards-based curriculum for students to reach mastery of skills in academic areas.

Montecito High School students attend school from 7:45am until 12:48pm daily with an option of a 6th period to earn additional or make up credit. Montecito also offers an early evening class for credit retrieval to make progress towards high school graduation.

Weekday afternoons are dedicated to staff development, collaboration, and parent-teacher and student-teacher meetings.

### **Montecito High School Mission Statement**

Montecito High School prepares students for academic success, for personal growth, and to become productive community members by providing a safe, supportive and flexible learning environment. Students fulfill academic requirements, and demonstrate personal social responsibility that will empower and prepare them to thrive in the 21st century.

### **Montecito High School Vision Statement**

At Montecito High School we embrace diversity and provide programs that promote understanding and respect. Extension and intervention opportunities are provided to enrich our Common Core learning in a collaborative environment. We strive to build a culture of college and career readiness for every student giving them the confidence and ability to succeed.

The Ramona Unified School District serves a population of 5630 pupils in grades TK-12 over 172 miles. The Montecito High School campus at 720 9th St consists of 12 classrooms (including 2 computer laboratories), a main office with conference room and college and career center, a library media center, and a multi-purpose room. There are 7 teachers serving 5.5 F.T.E.s with all core courses offered and a variety of electives, including several CTE courses and college/career courses (CAP).

Montecito High School is a continuation school currently serving approximately 130 students. RUSD has been experiencing declining enrollment for the past 12 years and MHS enrollment has begun to decline over the past 5 years. Additionally, there has been an increase in the Latino/Hispanic population with a decrease in the white population. MHS serves many at-risk students in grades 10 through 12. MHS is a school-wide Title One School. As the majority of students are credit deficient when entering MHS, we are a credit recovery focused site. Systems are in place to provide opportunities to capture credits, to stay credit current, and also, extend learning opportunities. Montecito High School is on a trimester system with six periods offered per day; five periods within the regular school day and one period as part of the ASSETS after school program with funding provided through the 21st Century grant. There are traditional classes, online education opportunities, evening classes, and a Toro Time period designed to provide more time and support for struggling students as well as provide extra time for students to independently work on course work with a teacher readily available.

Montecito High School has an active student body organization (STAR club) that provides our school community with several activities throughout the year. Students enjoy occasional BBQs, a fall festival, taco day, Easter egg hunting with our neighboring Head Start preschool, and a student run snack bar for nutrition break. As part of our focus on college and career, MHS host an annual College and Career Day with vendors from many colleges, technical schools, and all branches of the military. MHS has students participate in a partnership with Ramona Elementary school to provide tutoring to elementary students. Our students love the experience and learn so much from helping their younger counterparts. Through the 21st century grant, ASSETS provides 6th period courses such as; learning center (Edgenuity), art, physical education, landscaping, and construction. ASSETS also provides many field trip outings including transportation and after school sports teams such as soccer and flag football. A fully equipped weight room is available 6th period as well.

David Lohman, PRINCIPAL

### About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	3
Grade 10	14
Grade 11	40
Grade 12	72
<b>Total Enrollment</b>	<b>129</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	2.3
Asian	0
Filipino	0
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	0.8
White	50.4
Two or More Races	2.3
Socioeconomically Disadvantaged	65.1
English Learners	11.6
Students with Disabilities	14
Foster Youth	0

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Montecito High School	14-15	15-16	16-17
<b>With Full Credential</b>	6	5	6
<b>Without Full Credential</b>	1	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Ramona City Unified	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	240
<b>Without Full Credential</b>	♦	♦	13
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Montecito High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

#### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.5	1.5
<b>High-Poverty Schools</b>	95.7	4.3
<b>Low-Poverty Schools</b>	99.8	0.2

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Core Connections Integrated 1 CPM 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt Rinehart 2006 Holt, Rinehart & Winston 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell 2005 Prentice Hall 2005 Glenco 2006 Pearson Prentice Hall 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Equipment available: microscopes, slides, beakers, test tubes dyes and flask

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District's maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	26	24	49	53	44	48
Math	2		36	38	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38	37	24	70	66	67	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	33	33	100.0	24.2
Male	16	16	100.0	25.0
Female	17	17	100.0	23.5
Hispanic or Latino	16	16	100.0	18.8
White	13	13	100.0	38.5
Socioeconomically Disadvantaged	22	22	100.0	22.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	54	49	90.7	24.5
Male	11	34	30	88.2	16.7

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	20	19	95.0	36.8
Hispanic or Latino	11	23	21	91.3	14.3
White	11	26	24	92.3	33.3
Socioeconomically Disadvantaged	11	31	28	90.3	14.3

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	53	48	90.6	
Male	11	33	29	87.9	
Female	11	20	19	95.0	
Hispanic or Latino	11	23	21	91.3	
White	11	25	23	92.0	
Socioeconomically Disadvantaged	11	31	28	90.3	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

There are numerous opportunities for parent involvement at Montecito High School. Our School Site Council is the primary way parents can be involved with the governance of the school. Our meetings focus on the school's Single Plan for Student Achievement, categorical expenditures, and the monitoring of the school's goals. Parents are invited to and participate at Back to School Night and Open House. The STAR Club has activities in which the parents can become involved as well as special events that parent support is encouraged. Parents are always welcome to attend dances, fieldtrips, and sporting events.

Parent involvement coordinator: MHS office 760-787-4300

### State Priority: School Climate

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

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

### School Safety Plan

Montecito's Safe School Plan addresses the procedures the faculty and staff need to follow in case of emergencies and follows the guidelines established by the District office. The plan is checked and revised in August. After revisions it is shared with staff and students. MHS grounds are supervised by a full time Security member. Staff members are outside their rooms during class changes and the 12 minute nutrition break.

Partnering with our local Fire, EMS, and Sheriff's Office MHS follows emergency procedures in fire, lockdown, and earthquake drills. MHS participates in the California school-wide annual earthquake drill.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	3.3	4.6
Expulsions Rate	9.1	0.0	1.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.8	3.2
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist	.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	130

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	18	25	5	4	1	3	3	4			
Mathematics	14	21	26	8	3		1	3	4			
Science	32	23	17		2	3	1			1	1	
Social Science	26	23	25	1	2	1	2	2	5			

\* 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.

## Professional Development provided for Teachers

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the new state standards and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development is in the following areas:

- New state standards in math
- New state standards in English Language Arts (reading and writing)
- Technology integration
- Next Generation Science Standards
- Administrator and teacher leadership

Montecito staff has continued to attend professional development conferences and workshops. Teachers have learned proven strategies and practices to help students achieve more. Teachers have attended Common Core workshops where such strategies as Close reading and annotation, common core alignment workshops, CUE technology conferences, CLHS conference, and many more. Implementation of technological strategies has been especially helpful as staff is using digital resources in every classroom, including two classroom sets of iPads and Chrome books. Working with the San Diego County Office of Education, Learning Intentions and Success Criteria has been in our primary focus this year. What do we want our kids to learn, why are we learning it, and how do we know we learned it. School wide writing strategies are in place in all classes and staff is using writing rubrics school wide to score student work across curriculum. Students are working in small group to understand concepts from a deeper level. Pair/share and thinking maps are common in all classes. Manipulatives are used in mathematics and science as students work together to master skills. Using common core strategies learned in frequent professional development workshops and conferences as well as "Technology using digital resources in real world applications" and "School wide close reading and writing for all curriculum."

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,954	\$43,821
Mid-Range Teacher Salary	\$68,496	\$69,131
Highest Teacher Salary	\$86,716	\$89,259
Average Principal Salary (ES)	\$109,649	\$108,566
Average Principal Salary (MS)	\$123,721	\$115,375
Average Principal Salary (HS)	\$135,637	\$125,650
Superintendent Salary	\$200,591	\$198,772
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## Types of Services Funded

We believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, RUSD has a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Students Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Home Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9198	\$1061	\$8137	\$82670
District	♦	♦	\$5134	\$74751
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			58.5	10.6
Percent Difference: School Site/ State			43.3	15.6

\* Cells with ♦ do not require data.



Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Montecito High School	2011-12	2013-14	2014-15
Dropout Rate	4.10	7.00	4.40
Graduation Rate	88.59	85.60	88.84
Ramona City Unified	2011-12	2013-14	2014-15
Dropout Rate	4.10	7.00	4.40
Graduation Rate	88.59	85.60	88.84
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	111
% of pupils completing a CTE program and earning a high school diploma	23%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.76
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	0	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	71	89	86
Black or African American	0	100	78
American Indian or Alaska Native	100	78	78
Asian	0	100	93
Filipino	0	75	93
Hispanic or Latino	60	87	83
Native Hawaiian/Pacific Islander	0	100	85
White	85	91	91
Two or More Races	100	67	89
Socioeconomically Disadvantaged	75	60	66
English Learners	77	79	54
Students with Disabilities	34	41	78

### Career Technical Education Programs

College and career planning has been a huge goal for MHS over the past few years. In 2015, all seniors had a post graduation plan and the majority had plans to attend post secondary institutions. With the implementation of CAP classes and the creation of the college and career center 2 years ago, students have all the resources needed to make educated decisions about future plans. CAP classes provide a platform for building post graduation goals and implementing the steps needed to engage in the process. With direct access to all necessary applications, visits to local community colleges and CSU schools, and much needed organizational tools, students are prepared for their chosen college or career when they graduate. Additionally, MHS hosts a large Career Fair annually. Representatives from the Military, technical schools, colleges, and workforce opportunities come to MHS and the students enjoy asking questions and exploring career options. Common Core strategies previously mentioned are leading students through real world application projects such as iPad projects, research papers, electronic annotating, and CTE classes that are relevant in today's workforce. The Montecito community has built multiple relationships with local organizations. A continuing partnership with Ramona Rotary is seen through student of the month, student driven presentations, and 12th grade scholarships. The MHS/Ramona Elementary tutoring program provides MHS students a chance to serve their neighboring school by partnering with younger students to read and help with school work. MHS events include Red Ribbon Week, Relay for Life, and the annual Easter Egg Hunt with neighboring Head Start Preschool.

Although California Technical Education or CTE sections have been impacted by budget cuts at MHS, we are still able to provide balanced, enriching classes that provide our students engaging construction course. The course offered through CTE are hands on, real world application courses that provide students with an opportunity to learn skills that they can put to work during high school, immediately after high school in the workforce, and in college or technical schooling.

Our Construction classes include framing, plumbing, electrical, tiling, concrete, and opportunities to visit RUSD schools to help repair structures. In partnerships with the RUSD district office, a local private school, STAR club activities, and other local entities, our students participate in catering events by providing quality food items and designing food displays both in plating and overall display.



**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.