

Olive Peirce Middle School

1521 Hanson Ln. • Ramona, CA 92065-3306 • (760) 787-2400 • Grades 7-8

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



Ramona City Unified

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District Governing Board

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

District Administration

Anne Staffieri, Ed.D
Superintendent

Principal's Message

Welcome to the OPMS Professional Learning Community. Our PLC is characterized by a collaborative culture where teams work together toward a shared vision of ALL students learning. All certificated and classified staff belongs to a team, and is expected to work interdependently to achieve our common goals of continuous improvement. We are passionately committed to ensuring ALL students learn at high levels, and we believe in each student's capacity to succeed.

The driving engine of our collaborative culture is the TEAM. All students and teachers are members of a Horizontal and a Vertical Team. Teams use data and collaborative inquiry to focus on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty?

Olive Peirce Middle School was built in 1985, and serves over 840 7th and 8th-grade students. There are thirty-six classrooms, a television studio, band and STEM rooms.

OPMS received the "National School to Watch Award" in 2012 and the "Distinguished School Award" in 2013, and was redesignated as a "National Schools to Watch" in 2015. Additionally, OPMS was honored with the California Gold Ribbon Award in 2015 for our stellar school practices. These designations reflect the hard work and dedication of the teachers and staff to promote equity, rigorous instruction, and progress!

Pauline Leavitt, 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 6 | 7 |
| Grade 7 | 391 |
| Grade 8 | 424 |
| Total Enrollment | 822 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.7 |
| American Indian or Alaska Native | 1.1 |
| Asian | 0.9 |
| Filipino | 0.5 |
| Hispanic or Latino | 37.1 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 56.3 |
| Two or More Races | 2.3 |
| Socioeconomically Disadvantaged | 39.9 |
| English Learners | 10.1 |
| Students with Disabilities | 15.7 |
| 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 | | | |
|--|-------|-------|-------|
| Olive Peirce Middle School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 39 | 36 | 36 |
| Without Full Credential | 1 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Ramona City Unified | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 240 |
| Without Full Credential | ♦ | ♦ | 13 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Olive Peirce Middle School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 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 |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 98.5 | 1.5 |
| High-Poverty Schools | 95.7 | 4.3 |
| Low-Poverty Schools | 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 | Literature & Language Arts Holt – 1st Course 2003 Handbook Holt - 1st Course Literature & Language Arts Holt – 2nd Course 2003 Handbook Holt – 2nd Course The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Core Connections Courses 2,3 CPM 2015 Introduction to Algebra McDougal Littel (CA Pre-Algebra) 2009 Algebra 1 McDougal Littel (Structure & Method) 2001 Geometry Larson, Boswell, Stiff 1998 Mathematics McDougall Littel (Concepts & Skills) 2001 Mathematics Holt (Pre-Algebra) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | California Life Science Holt 2008 California Physical Science Holt 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Medieval and Early Modern Times McGraw Hill, Glencoe 2006 The American Journey to World War I McGraw Hill, Glencoe 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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: 04/04/2016 | | | | |
|--|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: 04/04/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | 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 | 49 | 58 | 49 | 53 | 44 | 48 |
| Math | 30 | 38 | 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 | 74 | 74 | 74 | 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 |
| 7 | 16.6 | 22.5 | 41.2 |

* 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 | 424 | 419 | 98.8 | 74.2 |
| Male | 227 | 224 | 98.7 | 71.0 |
| Female | 197 | 195 | 99.0 | 78.0 |
| Black or African American | 11 | 11 | 100.0 | 81.8 |
| Hispanic or Latino | 145 | 144 | 99.3 | 61.8 |
| White | 250 | 246 | 98.4 | 81.7 |
| Socioeconomically Disadvantaged | 173 | 171 | 98.8 | 63.2 |
| English Learners | 20 | 19 | 95.0 | 10.5 |
| Students with Disabilities | 54 | 54 | 100.0 | 27.8 |

* 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 | 7 | 396 | 389 | 98.2 | 59.6 |
| | 8 | 424 | 418 | 98.6 | 56.0 |
| Male | 7 | 200 | 196 | 98.0 | 53.1 |
| | 8 | 226 | 223 | 98.7 | 51.6 |
| Female | 7 | 196 | 193 | 98.5 | 66.3 |
| | 8 | 198 | 195 | 98.5 | 61.0 |
| Black or African American | 8 | 11 | 11 | 100.0 | 72.7 |
| Hispanic or Latino | 7 | 154 | 151 | 98.0 | 49.0 |
| | 8 | 145 | 143 | 98.6 | 39.2 |
| White | 7 | 218 | 214 | 98.2 | 65.0 |
| | 8 | 250 | 246 | 98.4 | 64.6 |
| Socioeconomically Disadvantaged | 7 | 162 | 158 | 97.5 | 45.6 |
| | 8 | 173 | 170 | 98.3 | 40.0 |
| English Learners | 7 | 23 | 21 | 91.3 | |
| | 8 | 20 | 18 | 90.0 | |
| Students with Disabilities | 7 | 65 | 65 | 100.0 | 6.2 |
| | 8 | 53 | 53 | 100.0 | 13.2 |

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 | 7 | 396 | 391 | 98.7 | 45.0 |
| | 8 | 396 | 391 | 98.7 | 45.0 |
| Male | 7 | 200 | 198 | 99.0 | 49.5 |
| | 8 | 200 | 198 | 99.0 | 49.5 |
| Female | 7 | 196 | 193 | 98.5 | 40.4 |
| | 8 | 196 | 193 | 98.5 | 40.4 |
| Hispanic or Latino | 7 | 154 | 153 | 99.3 | 31.4 |
| | 8 | 154 | 153 | 99.3 | 31.4 |
| White | 7 | 218 | 214 | 98.2 | 52.8 |
| | 8 | 218 | 214 | 98.2 | 52.8 |
| Socioeconomically Disadvantaged | 7 | 162 | 160 | 98.8 | 29.4 |
| | 8 | 162 | 160 | 98.8 | 29.4 |
| English Learners | 7 | 23 | 23 | 100.0 | |
| | 8 | 23 | 23 | 100.0 | |
| Students with Disabilities | 7 | 65 | 65 | 100.0 | 6.2 |
| | 8 | 65 | 65 | 100.0 | 6.2 |

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)

Denise Croom is our PTSA president. Our Maria Sterling Family Resource Center is located on campus, and is open to parents and community members all day. Parents can find resources on adolescent issues, brain research and learning, and parenting presentations. Parents regularly offer their support as chaperones during dances, field trips, Washington DC trip, 8th grade Harbor Cruise, and a variety of other events and activities. Parents also act as coaches for Science Olympiad teams, and are presenters for Women in Math and Science. Parents are also involved in School Site Council and our English Language Advisory Committee.

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

Value Number One: “We believe in a safe and caring environment...” is visible every day on campus. We enforce a closed campus; all visitors sign in at the office and wear identification badges while on school grounds. Our Campus Safety Team builds and sustains a culture where students and staff feel safe and connected to our school community. Our Safety Plan is evaluated annually by the School Safety Team and updated as needed.

Suspensions and Expulsions

| School | 2013-14 | 2014-15 | 2015-16 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.2 | 5.4 | 6.1 |
| Expulsions Rate | 5.0 | 0.0 | 0.0 |
| 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 | | 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 | 2.0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1.0 |
| Social Worker | 0 |
| Nurse | .1 |
| Speech/Language/Hearing Specialist | 0.75 |
| Resource Specialist | 4.0 |
| Other | |
| Average Number of Students per Staff Member | |
| 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 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 |
| 6 | 2 | 1 | | 1 | 1 | | | | | | | |

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 | 31 | 29 | 33 | 8 | 8 | 1 | 1 | 8 | 11 | 21 | 18 | 14 |
| Mathematics | 31 | 27 | 33 | 6 | 8 | 1 | 5 | 12 | 7 | 19 | 13 | 17 |
| Science | 36 | 36 | 32 | | | | 2 | 2 | 12 | 20 | 20 | 11 |
| Social Science | 36 | 36 | 32 | | | | 5 | 2 | 16 | 17 | 20 | 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.

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

Olive Peirce Middle School believes in working and learning together. Our teachers have common prep times to enable them to plan and work together on units of study, analyzing data, and creating instructional moves to help every student succeed. As a school, we meet twice a month as a team to work and learn around the areas of literacy and math, review student data for intervention supports, and to provide opportunities for training in the area of technology. Additionally, the OPMS staff attends the county office trainings and off site conferences to help our teams master their craft and be prepared for the new state standards.

| 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/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5305 | \$898 | \$4408 | \$73971 |
| District | ♦ | ♦ | \$5134 | \$74751 |
| State | ♦ | ♦ | \$5,677 | \$71,517 |
| Percent Difference: School Site/District | | | -14.1 | -1.0 |
| Percent Difference: School Site/ State | | | -22.4 | 3.4 |

* Cells with ♦ do not require data.

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 Student 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).

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Olive Peirce Middle School | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | | | |
| Graduation Rate | | | |
| Ramona City Unified | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | | | |
| Graduation Rate | | | |
| 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 | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % 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 | 0 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | |

* 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 | | |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| | | | |

Career Technical Education Programs

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.