



Ramona High School

1401 Hanson Ln. • Ramona, CA 92065-3304 • (760) 787-4000 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Ramona Unified School District

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

District Governing Board

Dawn Perfect, President
Daryn Drum, Vice President
Rodger Dohm
Kim Lasley
Bob Stody

District Administration

Anne Staffieri, Ed.D
Superintendent
Theresa Grace
**Assistant Superintendent of
Education Services**
Joel Garcia, Ed.D
**Assistant Superintendent of
Human Resources**
Rina Seifts
**Assistant Superintendent of
Administrative Services**

Principal's Message

Welcome to Ramona High School, home of the Bulldogs! Ramona High School prides itself as a professional learning community, and we are committed to uphold our vision of preparing today's learners for tomorrow's world through every facet of our daily work. Our fundamental role as a Professional Learning Community (PLC) prompts us to ask the following essential questions:

1. What exactly do we want all students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?

RHS has a school culture centered on learning and we are committed to ensuring high levels of learning for all students. Bulldog PRIDE (Perseverance, Relationships, Innovation, Dedication, Excellence) means that we cultivate a collaborative culture amongst students and teachers. The school uses Learning Intentions and Success Criteria in classrooms to make learning visible for students. Our collective goal is to prepare our students to be college and career ready and for success in their postsecondary paths. Therefore, RHS is committed to providing for our students challenging and relevant learning experiences in our curricular programs as well as our award winning visual arts, performing arts, CTE (Career & Technical Education), and athletic programs.

Tony Newman, 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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 1 |
| Grade 8 | 3 |
| Grade 9 | 434 |
| Grade 10 | 388 |
| Grade 11 | 359 |
| Grade 12 | 367 |
| Ungraded Secondary | 22 |
| Total Enrollment | 1,574 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.4 |
| American Indian or Alaska Native | 1 |
| Asian | 0.8 |
| Filipino | 0.3 |
| Hispanic or Latino | 35.7 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 57.5 |
| Two or More Races | 3.2 |
| Socioeconomically Disadvantaged | 34.9 |
| English Learners | 6.7 |
| Students with Disabilities | 12.8 |
| Foster Youth | 0.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Ramona High School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 68 | 63 | 62 |
| Without Full Credential | 4 | 8 | 6 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 |
| Ramona Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 238 |
| Without Full Credential | ♦ | ♦ | 10 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Ramona High School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 3 | 4 |
| Total Teacher Misassignments | 0 | 3 | 4 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

| 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 | Holt Literature: 3rd, 4th, 5th, 6th Course Holt, Reinhart and Winston 2003 Literature: Structure, Sound & Sense (AP) Harcourt Brace Jovonovich 2000 The Student Writer (AP) McGraw Hill 2004 Short Prose Reader 10th ed. McGraw Hill 2004 Short Prose Reader 11th ed. McGraw Hill 2006 Short Prose Reader 12th ed. McGraw Hill 2011 Short Prose Reader 13th ed. McGraw Hill 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Core Connections Integrated I CPM 2015 Core Connections Integrated II & III CPM Pilot Geometry McDougal 2000 Algebra 2/Trigonometry Structure & Method McDougal 1998 Algebra For College Students Glencoe/McGraw Hill 2006 Pre Calculus Pearson 2007 Calculus of a Single Variable/A (AP) McDougal 2011 Calculus/B (AP) McDougal 2011 The Practice of Statistics (AP) Freeman 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Modern Biology Holt, Rinehart and Winston 2004 Biology (AP) Pearson 2004 Modern Earth Science Pearson 2003 Chemistry Pearson 2005 Chemistry (AP) D. C. Heath 2001 Physics D.C. Heath 1998 Physics Merrill 1998 Environmental Science 3rd ed. (AP) Wiley & Sons 2003 Environmental Science 8th ed. (AP) Wiley & Sons 2012 Human Anatomy & Physiology Benjamin/Cummings 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Magruder's American Government Pearson 2005 Government in America (AP) Pearson 2008 Economics: Today and Tomorrow Glenco 2004 World History: Connections to Today Pearson 2004 Americans McDougal 2004 American Pageant (AP) Houghton 2004 History Of Western Society (AP) Houghton 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

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: November 2017

| 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 | | Re-carpet at specific locations; re-paint interior and exterior of the relocatable classrooms. This work is in the Deferred Maintenance program and expected to start in the 18-19 school year. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | | X | | | Replace missing bulbs at various locations; install electrical outlet covers at various locations. This work is in the Deferred Maintenance program and expected to start in the 18-19 school year. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | | X | | | Re-roof at various locations. This work is in the Deferred Maintenance program and expected to start in the 18-19 school year. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 55 | 66 | 53 | 52 | 48 | 48 |
| Math | 25 | 31 | 38 | 38 | 36 | 37 |

* 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 | 384 | 374 | 97.4 | 60.2 |
| Male | 196 | 191 | 97.5 | 61.8 |
| Female | 188 | 183 | 97.3 | 58.5 |
| Hispanic or Latino | 145 | 143 | 98.6 | 49.7 |
| White | 221 | 214 | 96.8 | 66.8 |
| Socioeconomically Disadvantaged | 139 | 133 | 95.7 | 48.9 |
| English Learners | 20 | 19 | 95.0 | 21.1 |
| Students with Disabilities | 50 | 47 | 94.0 | 27.7 |

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 58 | 60 | 66 | 67 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 13.7 | 28.9 | 43.8 |

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 345 | 332 | 96.23 | 65.86 |
| Male | 172 | 162 | 94.19 | 60.87 |
| Female | 173 | 170 | 98.27 | 70.59 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 122 | 96.83 | 61.16 |
| White | 196 | 189 | 96.43 | 67.2 |
| Two or More Races | 15 | 14 | 93.33 | 92.86 |
| Socioeconomically Disadvantaged | 109 | 104 | 95.41 | 55.77 |
| English Learners | 31 | 29 | 93.55 | 13.79 |
| Students with Disabilities | 45 | 34 | 75.56 | 3.03 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 345 | 331 | 95.94 | 30.82 |
| Male | 172 | 161 | 93.6 | 34.16 |
| Female | 173 | 170 | 98.27 | 27.65 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 119 | 94.44 | 25.21 |
| White | 196 | 191 | 97.45 | 32.98 |
| Two or More Races | 15 | 14 | 93.33 | 50 |
| Socioeconomically Disadvantaged | 109 | 102 | 93.58 | 23.53 |
| English Learners | 31 | 29 | 93.55 | 6.9 |
| Students with Disabilities | 45 | 33 | 73.33 | 6.06 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Ramona High School recognizes the importance of the partnership between home and school and is committed to working alongside our parents for the success of our students. RHS hosts many parent nights throughout the year, including Back to School Night; Eighth Grade Parent Night; College Night for Parents of Sophomores, Juniors and Seniors; Financial Aid Night; Honors and Advanced Placement Night; and the RHS Showcase Night. Additionally, many opportunities are available for parent involvement, including PTSA, School Site Council, Parent Advisory Committee for English Learners, RHS Booster Club, and Grad Nite Committee.

Parent involvement coordinator: Cynthia Salow (760) 787-4005

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.

School Safety Plan

The Ramona High School Safety Plan is a comprehensive report prepared with the input of RUSD, RHS staff, parents, and local law enforcement. The report is updated at the beginning of each school year and contains information necessary in case of emergency. Along with the report, the school keeps beneficial materials (emergency vests, placards, etc.) that would be used if an urgent situation occurred. Teachers are provided at the beginning of each year, with a Disaster Preparedness memo, evacuation plan, current map of the school and alpha cards to assist all personnel to be organized. Our campus is monitored with RHS Security Personnel from 6:30 a.m.- 4:00 p.m. each day of the week.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.5 | 4.3 | 3.0 |
| Expulsions Rate | 0.0 | 0.2 | 0.1 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 2.8 | 3.2 | 3.3 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 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 | | 27 |

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

| | |
|--|-----|
| Academic Counselor | 4.0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.0 |
| Social Worker | 0 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist | 6.0 |
| Other | |

Average Number of Students per Staff Member

| | |
|---------------------------|-----|
| Academic Counselor | 362 |
|---------------------------|-----|

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 32 | 33 | 32 | 5 | 0 | 2 | 16 | 21 | 23 | 33 | 27 | 27 |
| Mathematics | 31 | 30 | 29 | 5 | 1 | 7 | 17 | 30 | 30 | 28 | 14 | 17 |
| Science | 33 | 33 | 32 | | 2 | 1 | 15 | 14 | 15 | 21 | 19 | 19 |
| Social Science | 35 | 35 | 35 | | 0 | | 10 | 9 | 10 | 28 | 27 | 27 |

* 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:

- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- Instructional Focus Leadership/Improvement Science
- Technology Integration

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$41,153 | \$46,511 |
| Mid-Range Teacher Salary | \$70,551 | \$73,293 |
| Highest Teacher Salary | \$93,050 | \$92,082 |
| Average Principal Salary (ES) | \$113,411 | \$113,263 |
| Average Principal Salary (MS) | \$127,965 | \$120,172 |
| Average Principal Salary (HS) | \$140,289 | \$131,203 |
| Superintendent Salary | \$200,591 | \$213,732 |
| Percent of District Budget | | |
| Teacher Salaries | 34% | 36% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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).

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Ramona High School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 2.8 | 0.8 | 0.6 |
| Graduation Rate | 92.03 | 95.76 | 95.38 |
| Ramona Unified School District | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 7 | 4.4 | 2.7 |
| Graduation Rate | 85.6 | 88.84 | 92.33 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 777 |
| % of pupils completing a CTE program and earning a high school diploma | 27 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 53 |

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,581 | \$968 | \$5,613 | \$77,445 |
| District | ♦ | ♦ | \$5,375 | \$72,283 |
| State | ♦ | ♦ | \$6,574 | \$74,476 |
| Percent Difference: School Site/District | | | 4.4 | 0.2 |
| Percent Difference: School Site/ State | | | -14.6 | 4.0 |

* Cells with ♦ do not require data.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | 97.92 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 44.55 |

* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | 2 | ♦ |
| Fine and Performing Arts | 1 | ♦ |
| Foreign Language | 1 | ♦ |
| Mathematics | 3 | ♦ |
| Science | 3 | ♦ |
| Social Science | 4 | ♦ |
| All courses | 14 | 35.8 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 93.48 | 89.22 | 87.11 |
| Black or African American | 100 | 66.67 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 100 | 100 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 94.79 | 84.89 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 86.57 |
| White | 92.5 | 91.59 | 90.99 |
| Two or More Races | 100 | 88.89 | 90.59 |
| Socioeconomically Disadvantaged | 96.63 | 85.53 | 85.45 |
| English Learners | 85.71 | 68 | 55.44 |
| Students with Disabilities | 72.22 | 70.21 | 63.9 |
| Foster Youth | 0 | 0 | 68.19 |

Career Technical Education Programs

Ramona High School offers course in Career Technical Education which help students prepare for the world of work. These CTE courses are open to all students enrolled at Ramona High School. Students who complete CTE courses have mastered skill and competencies for each course taken. Ramona High School offers a variety of courses that fall under the following Pathways: Agriculture and Natural Resources, Engineering and Architecture, Hospitality, Tourism, and Recreation, Manufacturing and Product Development, and Transportation. Information about our courses can be found on the Ramona High School website. More information about CTE is available on the California Department of Education website.

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.