



# Ramona High School

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

Tony Newman, Principal  
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<http://rhs.ramonausd.net/>

## 2017-18 School Accountability Report Card Published During the 2018-19 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**  
Rena Seifts  
**Assistant Superintendent of  
Administrative Services**

### School Description

#### 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 among 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	1
Grade 9	390
Grade 10	389
Grade 11	348
Grade 12	337
Ungraded Secondary	22
<b>Total Enrollment</b>	<b>1,487</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.5
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.2
White	54.8
Socioeconomically Disadvantaged	36.1
English Learners	5.5
Students with Disabilities	14.3
Foster Youth	0.0

## 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	16-17	17-18	18-19
With Full Credential	63	62	63
Without Full Credential	8	6	2
Teaching Outside Subject Area of Competence	1	0	0
Ramona Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	244
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Ramona High School	16-17	17-18	18-19
Teachers of English Learners	3	4	3
<b>Total Teacher Misassignments</b>	<b>3</b>	<b>4</b>	<b>2</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>1</b>

\* Note: "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 2018-19)**

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	MyPerspectives 9th & 10th grade: Pearson 2017 MyPerspectives American Literature: Pearson 2017 MyPerspectives British & World: Pearson 2017 Literature: Structure, Sound & Sense (AP) Harcourt Brace Jovonovich 2015 The Student Writer (AP) McGraw Hill 2004 Short Prose Reader 10th ed. McGraw Hill 2003 Short Prose Reader 11th ed. McGraw Hill 2006 Short Prose Reader 12th ed. McGraw Hill 2009 Short Prose Reader 13th ed. McGraw Hill 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Core Connections Integrated I CPM 2014 Core Connections Integrated II & III CPM Pre Calculus 3rd ed. CPM 2018 Calculus 3rd ed. CPM 2017 Calculus/B (AP) McDougal 2011 The Practice of Statistics 5th ed. (AP) BFW 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Modern Earth Science Holt, Rinehart & Winston 2002 Modern Biology Holt, Rinehart and Winston 2007 Campbell Biology (AP) Pearson 2014 Chemistry Prentice Hall Zumdabl Chemistry (AP) 5th ed. Houghton Mifflin 2000 Heath Physics D.C. Heath 1992 Physics Principles & Problems Merrill Publishing Company 1986 Living in the Environment (AP) 18th ed. Cengage 2015 Human Anatomy & Physiology Benjamin/Cummings 1998  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History: Connections to Today Prentice Hall 2005 History of Western Society (AP) 11th ed. Bedford St. Martin's 2014 The Americans McDougal Littell 2006 The American Pageant 13th ed. Houghton Mifflin 2006 American Government Pearson/Prentice Hall 2006 Today and Tomorrow Glencoe 2005 Government in American 13th ed. Pearson/Prentice Hall Economics Worth Publishers 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Realidades I, 2 & 3 Prentice Hall 2004 Teams (AP) Vista 2014 Allez, Viens! Level 1, 2 & 3 Holt 2000 D'accord 3 Vista 2015
<b>Science Laboratory Equipment</b>	Triple Beam Balances - 32 Electronic Balances - 12 Hot Plates - 20 Microscopes - 81 Fume Hoods - 4

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Gas Lines - 93 Bunsen Burners - 28 Graduated Cylinders - 141 Beakers - 448 Erlenmeyer Flasks - 147 Rings Stands - 78 Chromebooks - 40 Anatomy Manikins - 44 Full Size Skeletons - 4 Assorted Anatomy Models 16  <b>Percent of students lacking their own assigned textbook: 0</b>

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: December 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Re-carpet at specific locations; re-paint interior and exterior of the relocatable classrooms. Replace ceiling tiles due to water leaks.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Replace missing bulbs at various locations; install electrical outlet covers at various locations.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	A few leaking sinks and bathrooms need to be upgraded
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Re-roof at various locations.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	59.0	52.0	51.0	48.0	50.0
Math	31.0	33.0	38.0	37.0	37.0	38.0

Note: 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.

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	24.6	38.2

\* 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.

School Year 2017-18 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	327	322	98.47	58.57
Male	182	179	98.35	50.56
Female	145	143	98.62	68.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	116	99.15	46.55
White	187	185	98.93	66.85
Two or More Races	12	10	83.33	50.00
Socioeconomically Disadvantaged	119	117	98.32	43.59
English Learners	41	41	100.00	14.63
Students with Disabilities	30	28	93.33	22.22
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 2017-18 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	327	322	98.47	32.6
Male	182	180	98.9	32.02
Female	145	142	97.93	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	115	98.29	15.65
White	187	185	98.93	43.41
Two or More Races	12	11	91.67	45.45
Socioeconomically Disadvantaged	119	118	99.16	17.8
English Learners	41	41	100	0
Students with Disabilities	30	29	96.67	0
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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; 8th 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. Classrooms are also equipped with safety buckets in the event of a prolonged lockdown. Our campus is monitored with RHS Security Personnel from 6:30 a.m.- 3:30 p.m. each day of the week.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.3	3.0	4.9
Expulsions Rate	0.2	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	3.3	3.6
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	8.0
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	32.0	30.0	29.0	2	6	7	23	22	23	27	27	23
Mathematics	29.0	31.0	29.0	7	3	9	30	33	22	17	17	21
Science	32.0	32.0	32.0	1	1	1	15	13	17	19	23	17
Social Science	35.0	32.0	32.0		2		10	15	21	27	22	16

\* 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
- Social-Emotional Learning
- Technology Integration

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,017	\$47,547
Mid-Range Teacher Salary	\$72,033	\$74,775
Highest Teacher Salary	\$95,004	\$93,651
Average Principal Salary (ES)	\$115,793	\$116,377
Average Principal Salary (MS)	\$130,652	\$122,978
Average Principal Salary (HS)	\$143,235	\$135,565
Superintendent Salary	\$215,000	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7095	\$1464	\$5630	\$79,183
District	◆	◆	\$5504	\$71,367
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			2.3	10.4
Percent Difference: School Site/ State			-23.4	3.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## 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)			
Ramona High School	2014-15	2015-16	2016-17
Dropout Rate	0.8	0.6	0.8
Graduation Rate	95.8	95.4	96.7
Ramona Unified School District	2014-15	2015-16	2016-17
Dropout Rate	4.4	2.7	2.0
Graduation Rate	88.8	92.3	91.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.4

\* Where there are student course enrollments.



2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	1	◆
Foreign Language	1	◆
Mathematics	4	◆
Science	6	◆
Social Science	12	◆
All courses	32	32.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.6	92.3	88.7
Black or African American	87.5	87.5	82.2
American Indian or Alaska Native	80.0	71.4	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.2	87.0	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	96.8	96.4	92.1
Two or More Races	83.3	80.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	72.2	58.3	56.7
Students with Disabilities	100.0	92.3	67.1
Foster Youth	0.0	0.0	74.1

### 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 <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).

### 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.