



Torrey Pines High School

3710 Del Mar Heights Road • San Diego, CA 92130 • 858-755-0125 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

San Dieguito Union High School District

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District Governing Board

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Rick Schmitt
Superintendent
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Torrie Norton
**Associate Superintendent, Human
Resources**
Jason Vilorio, Ed.D.
**Associate Superintendent,
Administrative Services**

School Description

Expected Schoolwide Learner Outcomes: Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real life problems, actively Involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, achieve a healthy balance of academics, social relations, and personal commitments.

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 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 at 858-755-0125 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	582
Grade 10	734
Grade 11	717
Grade 12	719
Total Enrollment	2,752

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	25
Filipino	0.9
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.1
White	60.4
Two or More Races	0.9
Socioeconomically Disadvantaged	5.8
English Learners	5.6
Students with Disabilities	9.8

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			
Torrey Pines High School	13-14	14-15	15-16
With Full Credential	111	107	101
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	538
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Torrey Pines High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2014-15 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	95.7	4.4
Districtwide		
All Schools	97.9	2.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	97.9	2.1

* 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 2015-16)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	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)

Most of our campus buildings are over 30 years old, although two buildings were constructed in the last 10 years. Capital improvements enabled us to create a new dance/choral room, and a new staircase was built to help students access the campus easily and safely. As funds permit, we continue to add air-conditioning to the buildings that do not have it. A new drop-off and pick-up location was added to the north end of campus, and the senior parking lot was improved to make it safer. In addition, a parking lot was improved and a ramp was installed for students with disabilities. We invested in new stadium turf and track, and also replaced our main technology lab in B Building, and moved it to a more secure location.

We permit junior and senior students to leave campus during lunch period, and many students attend off campus classes at local colleges and universities at midday, relieving some of the crowding on our grounds. Due to budget constraints, there are no new capital improvements planned for this year.

Our District passed a \$460 million Bond measure in November 2012. Torrey Pines High School is in the midst of new construction and renovation when done will cost \$75 million. Included in the building and renovation will be new chemistry classrooms and renovated classrooms throughout the main campus building. Additionally will the school will build a new performing arts building and add an auxiliary gym.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/26/15

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				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	87	80	86	85	85	59	60	56

* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	83	77	44
Math	70	68	33

* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.80	24.20	61.80

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	85
All Student at the School	80
Male	80
Female	81
Black or African American	--
American Indian or Alaska Native	--
Asian	87
Filipino	--
Hispanic or Latino	61
White	83
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	33
Students with Disabilities	56
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	695	677	97.4	5	11	33	51
Male	11		373	53.7	8	14	32	45
Female	11		304	43.7	2	7	34	57
Black or African American	11		8	1.2	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		169	24.3	2	9	18	71
Filipino	11		4	0.6	--	--	--	--
Hispanic or Latino	11		74	10.6	9	15	45	31
Native Hawaiian or Pacific Islander	11		3	0.4	--	--	--	--
White	11		415	59.7	6	11	37	46
Two or More Races	11		4	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		40	5.8	18	18	38	28
English Learners	11		32	4.6	19	47	31	3
Students with Disabilities	11		46	6.6	37	24	24	13
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	695	680	97.8	11	19	28	42
Male	11		374	53.8	11	18	28	43
Female	11		306	44.0	9	21	28	42
Black or African American	11		8	1.2	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		171	24.6	2	4	15	79
Filipino	11		4	0.6	--	--	--	--
Hispanic or Latino	11		75	10.8	20	37	29	13
Native Hawaiian or Pacific Islander	11		3	0.4	--	--	--	--
White	11		415	59.7	12	22	33	33
Two or More Races	11		4	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		41	5.9	27	32	24	17
English Learners	11		35	5.0	29	17	34	20
Students with Disabilities	11		45	6.5	51	29	18	2
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents are active members of our School Site Council, our English Learners Advisory Board, and other onsite bodies. We welcome parent volunteers at Torrey Pines and depend on them to continue our standards of excellence. Under the guidance of the parent association, more than 150 parents volunteer for weekly assignments across the campus. Hundreds more help intermittently with special fund-raising events. Many of our programs would not be possible without the dedication and support of the Torrey Pines High School Foundation, which raises approximately \$1.6 million per year to enhance opportunities for students. The contact person for parent involvement is Bobbi Karlson, and she can be reached at (858) 793-3551. Parents have the opportunity to hear regular updates about our school at the monthly Parent Volunteer Association meetings, where they have the opportunity to ask questions, make comments, and offer ideas.

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

Safety is our highest priority, and we take pride in our safe learning environment. One campus supervisor, one regional juvenile police officer, and four administrators monitor the campus. We review and revise the school safety plan annually. Staff members are trained in the emergency management system and practice simulated crisis situations throughout the year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.41	0.89	0.97
Expulsions Rate	0.00	0.00	0.10
District	2012-13	2013-14	2014-15
Suspensions Rate	1.78	1.33	1.38
Expulsions Rate	0.05	0.03	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	27	27	44	36	35	10	16	13	60	58	63
Math	28	27	29	19	25	17	19	24	25	51	46	48
Science	30	28	28	9	18	13	19	17	22	42	44	42
SS	22	26	25	51	38	35	12	9	21	49	50	48

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.8
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	447

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$44,363
Mid-Range Teacher Salary	\$79,139	\$71,768
Highest Teacher Salary	\$99,546	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,404	\$121,276
Average Principal Salary (HS)	\$142,137	\$133,673
Superintendent Salary	\$222,737	\$210,998
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	5%	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

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point, (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	21	64	14	34	52
All Students at the School	14	22	64	14	32	55
Male	19	25	55	15	29	56
Female	9	19	73	12	35	53
Asian	9	15	76	2	14	84
Hispanic or Latino	34	26	40	39	31	30
White	12	25	63	13	40	48
Two or More Races				55	36	9
Socioeconomically Disadvantaged	44	31	24	48	30	23

Professional Development provided for Teachers

At TPHS teachers engage in professional development during staff development days and Late Start days. Topics included enhancing student success through varied instructional strategies and incorporating technology into the classroom; providing opportunities to succeed for students who need additional support, such as English Learners; aligning curriculum within departments; and teaching the California Content Standards. Our staff has also been working on using formative (lesson-based) assessments, and they have received training to use a variety of assessment tools. The majority of the teachers have taken advantage of professional development opportunities by attending seminars and workshops at local colleges and universities, as well as district and site led training.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,076	\$540	\$4,536	\$66,244
District	◆	◆	\$6,146	\$79,667
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-26%	-9%
Percent Difference: School Site/ State			-17%	-11%

* Cells with ◆ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
English Learners	60	26	14	40	33	28
Students with Disabilities	71	20	9	75	23	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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Torrey Pines High School	2012-13	2013-14	2014-15
English-Language Arts	89	86	86
Mathematics	88	90	86
San Dieguito Union High School District	2012-13	2013-14	2014-15
English-Language Arts	87	65	68
Mathematics	87	67	69
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Torrey Pines High School	2011-12	2012-13	2013-14
Dropout Rate	1.60	0.80	1.00
Graduation Rate	97.35	97.69	95.94
San Dieguito Union High School District	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.60	1.80
Graduation Rate	96.61	97.19	96.71
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1095
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29%

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	96.41	96.33	84.6
Black or African American	88.89	87.5	76
American Indian or Alaska Native	100	100	78.07
Asian	97.65	98.63	92.62
Filipino	100	100	96.49
Hispanic or Latino	95.59	88.62	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	96.65	97.68	89.93
Two or More Races	50	75	82.8
Socioeconomically Disadvantaged	76.56	84.89	61.28
English Learners	85	75.76	50.76
Students with Disabilities	116.67	100	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.85
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	75.3

2014-15 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	2	♦
English	13	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	8	♦
Science	27	♦
Social Science	43	♦
All courses	98	1.7

* Where there are student course enrollments.

Career Technical Education Programs

More than 200 students earn elective credit and gain valuable work experience through our internship and work experience programs. These opportunities often lead to job offers after graduation. Courses that are specifically designed for vocational readiness include woodworking, auto shop, principles of law, business math, desktop publishing, HTML, digital imaging, cooking, gaming, fashion design, and culinary arts. Our career and guidance counselors help students use resources available in the College and Career Counseling Center to prepare for the workforce. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,262 students in career technical education courses. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site at cde.ca.gov.

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, the county, and the state. 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.