

# La Costa Canyon High School

1 Maverick Way • Carlsbad, CA 92009 • 760-436-6136 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### San Dieguito Union High School District

710 Encinitas Blvd.  
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#### District Governing Board

Beth Hergesheimer, President

Amy Herman, Vice-President

John Salazar, Clerk

Joyce Dalessandro, Trustee

Maureen "Mo" Muir, Trustee

#### District Administration

##### **Superintendent**

Rick Schmitt  
**Superintendent**

Michael Grove, Ed.D.  
**Associate Superintendent,  
Educational Services**

Eric Dill  
**Associate Superintendent, Business  
Services**

Torrie Norton  
**Associate Superintendent, Human  
Resources**

### School Description

La Costa Canyon High School (LCC) is a student centered educational community located in south Carlsbad. Current enrollment is approximately 2000 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short throw projectors, 5 computer labs, a 470 seat Performing Arts Center, a newly remodeled 13,000sq.ft media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two story gymnasium with capacity to seat 2,200, and an all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished school as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit.

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 70 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the area, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in the education and personal growth. Large numbers of students are involved in service projects that are curriculum, community oriented, and student based.

In 2011, LCCHS received a six-year accreditation through 2017 by the Western Association of Schools and Colleges (WASC).

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 760-436-6136.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	424
Gr. 10	518
Gr. 11	488
Gr. 12	556
<b>Total</b>	<b>1986</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.7
Asian	4.9
Filipino	1.0
Hispanic or Latino	13.9
Native Hawaiian/Pacific Islander	0.4
White	77.2
Two or More Races	1.0
Socioeconomically Disadvantaged	10.3
English Learners	4.9
Students with Disabilities	13.2

## 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			
La Costa Canyon High School	12-13	13-14	14-15
Fully Credentialed			All
Without Full Credential			0
Teaching Outside Subject Area of Competence			0
San Dieguito Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Costa Canyon High School	12-13	13-14	14-15
Teachers of English Learners	0		0
<b>Total Teacher Misassignments</b>	<b>0</b>		<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>		<b>0</b>

\* "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

2013-14 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	97.96	2.04
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

\* 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 2014-15)**

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 2014–2015 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2008	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Language of Literature adopted 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>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</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>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</p>

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

Our school includes 120 classrooms, six computer labs, a library media center, and audiovisual technology facilities. We also have a visual and performing arts building and music facility with music performance classrooms, a 470-seat performing arts center, a two-story gymnasium that seats 2,200, and a stadium that seats 5,000.

In 2014, LCC upgraded the school library, heating and air-condition units as well as infrastructure and wifi. In addition, installed short-throw projectors in all 120 classrooms.

In January 2011, we completed our solar energy project. To beautify our campus we added drought-tolerant landscaping in the spring of 2012. Solar energy powers 70 percent of our school's needs.

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: 10/7/14					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ X ]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[ X ]	[ ]	[ ]		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	70	77	77	85	86	86	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	67	72	74	81	82	82	54	56	55
Math	42	46	48	61	63	64	49	50	50
HSS	61	59	68	75	73	76	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	2	3	4

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.5	22.0	50.2

\* 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.

2013-14 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	86
All Student at the School	77
Male	77
Female	78
Black or African American	
American Indian or Alaska Native	
Asian	90
Filipino	
Hispanic or Latino	55
Native Hawaiian/Pacific Islander	
White	80
Two or More Races	
Socioeconomically Disadvantaged	52
English Learners	46
Students with Disabilities	50
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	15	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	22	51
Native Hawaiian/Pacific Islander			
White	3	12	15
Two or More Races			
Socioeconomically Disadvantaged	55	-8	90
English Learners	22	6	
Students with Disabilities	-7	-3	62

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## 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

Under the direction of the LCCHS Foundation, hundreds of parent volunteers and families support school programs and provide supplemental educational resources through membership drives and fund-raisers. Parents play an active part in a variety of school events. Parents volunteer regularly on campus and serve on various school committees such as School Site Council, Maverick Academic Boosters, and Maverick Athletic Boosters. We offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC). To find out how you can support our school through the LCC Foundation, visit our school Web site at [lc.sduhsd.net](http://lc.sduhsd.net) for more information.

### 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

We require all students to remain on campus, with the exception of seniors who have a permit to leave during lunch. Visitors must check in at the front desk and wear visitor badges while on campus. We have one campus supervisor, three assistant principals, and four counselors. Our school safety plan is updated annually and outlines regular fire, earthquake, and campus lock-down drills.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.3	2.7	1.2
Expulsions Rate	0.1	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Other		12	10		3	3						
English	31.5	26	26	14	34	33	10	2	4	40	49	48
Math	32.8	29	31	4	16	12	16	9	9	36	40	38
Science	34.8	32	32	3	6	10	9	7	4	34	42	41
SS	29.2	24	28	10	30	19	2	5	4	26	40	40

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$42,957
Mid-Range Teacher Salary	\$79,139	\$69,613
Highest Teacher Salary	\$99,546	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$128,174	\$120,526
Average Principal Salary (HS)	\$141,452	\$129,506
Superintendent Salary	\$215,000	\$207,044
Percent of District Budget		
Teacher Salaries	40	37
Administrative Salaries	5	5

\* 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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,138	\$711	\$4,427	\$61,360
District	♦	♦	\$6,146	\$79,895
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-28%	-15%
Percent Difference: School Site/ State			-19%	-17%

### Types of Services Funded at La Costa Canyon High School

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).

### Professional Development provided for Teachers at La Costa Canyon High School

During the 2014-2015 school year staff development will build on common formative assessment practices by adding data analysis to the teachers' repertoire of instructional tools. This will enable teachers to collaborate using best instructional practices and help identify students who need extended learning opportunities.

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. Our principal conducts staff meetings and School Leadership Team meetings monthly to facilitate progress within the school's academic programs. Teacher department teams use staff development time to collaborate regularly. Late-start days, release time, and time after school is used to monitor student learning by creating assessments, analyze student achievement results, and develop systematic interventions to improve achievement.

**2013-14 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	65	12	33	55
All Students at the School	19	28	54	18	35	47
Male	25	27	48	17	33	50
Female	12	28	60	17	38	45
Black or African American						
American Indian or Alaska Native						
Asian	18	41	41		29	71
Filipino						
Hispanic or Latino	54	20	26	48	30	22
Native Hawaiian/Pacific Islander						
White	13	28	60	13	36	52
Two or More Races	36	29	36	45	27	27
Socioeconomically Disadvantaged	56	22	22	47	27	25
English Learners	89	11		79	11	11
Students with Disabilities	54	33	13	60	24	16
Students Receiving Migrant Education Services						

\* 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			
La Costa Canyon High School	2011-12	2012-13	2013-14
English-Language Arts	78	84	81
Mathematics	79	86	82
San Dieguito Union High School District	2011-12	2012-13	2013-14
English-Language Arts	84	87	65
Mathematics	86	87	67
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	96.23	95.31	84.56
Black or African American	120.00	96.00	75.90
American Indian or Alaska Native	0.00	75.00	77.82
Asian	104.35	99.32	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	87.76	86.07	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	97.71	96.19	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	94.7	96.90	82.58
English Learners	69.70	62.20	53.68
Students with Disabilities	86.2	83.26	60.31

Dropout Rate and Graduation Rate			
La Costa Canyon High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.7	2.1	1.3
Graduation Rate	95.82	96.09	97.50
San Dieguito Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.1	1.6
Graduation Rate	96.18	96.61	97.19
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	2	♦
English	13	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	4	♦
Science	6	♦
Social Science	21	♦
All courses	51	1.5

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	80.69
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	68.04

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	965
% 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	16%

### Career Technical Education Programs

Students who are 16 or older have the opportunity to develop skills and knowledge about various careers and occupations through non-paid internships in conjunction with regular classroom instruction. They complete a minimum of 100 hours of worksite experience, plus a minimum of 18 hours of related classroom instruction. Under the direction of the classroom teacher, students receive elective credit and valuable experience in the workplace. These internships cover marketing, firefighting, journalism, television, law, architecture, scientific research, medicine, software development, and small-business training. Our school has a partnership with Mira Costa College for dual credit in selected technical prep coursework.

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 965 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](http://cde.ca.gov)