

# San Dieguito High School Academy

800 Santa Fe Drive • Encinitas, CA 92024 • 760-753-1121 • Grades 9-12

Tim Hornig, Principal  
tim.hornig@sduhsd.net

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

### **San Dieguito Union High School District**

710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
www.sduhsd.net

#### **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**

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. Principal's Message: San Dieguito H.S. Academy (SDHSA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a smaller school size, a challenging and relevant curriculum that is delivered by a caring staff, adult-student connections (because of our homeroom), and a flexible (4x4) schedule. Students have access to all courses, including Advanced Placement (AP), honors, and college prep, as well as a wide variety of electives. SDA received the California Distinguished School Award in the spring of 2010 and a six-year term of accreditation from the Western Association of Schools and Colleges in the spring of 2012.

## 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 760-753-1121.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	430
Gr. 10	408
Gr. 11	357
Gr. 12	417
<b>Total</b>	<b>1,612</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.5
Asian	4.8
Filipino	0.9
Hispanic or Latino	20.7
Native Hawaiian/Pacific Islander	0.2
White	71.5
Two or More Races	1.0
Socioeconomically Disadvantaged	12.8
English Learners	3.9
Students with Disabilities	10.2

## 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			
San Dieguito High School Academy	12-13	13-14	14-15
Fully Credentialed			
Without Full Credential			
Teaching Outside Subject Area of Competence			
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			
San Dieguito High School	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

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	100.00	0.00
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 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: 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 older buildings range from 30 to 68 years old, and most are showing their age. We have remodeled school offices, some classrooms, and recently completed construction of a new library, biotech lab, and TV studio/ classroom. We built new student rest rooms in the gym area. Our staff and student parking areas have been upgraded and expanded. We have refurbished student bathrooms and walkways, and we improved the infrastructure to allow us to accommodate more advanced technology. We completed a new state-of-the-art visual and performing arts center and related classroom facilities.

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: 8/27/14					
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	81	78	78	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	79	77	76	81	82	82	54	56	55
Math	36	36	38	61	63	64	49	50	50
HSS	77	69	67	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	9	9	9
Similar Schools	2	1	1

\* 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	8.0	29.8	54.2

\* 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	78
Male	75
Female	81
Black or African American	
American Indian or Alaska Native	
Asian	89
Filipino	
Hispanic or Latino	53
Native Hawaiian/Pacific Islander	
White	84
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	
Students with Disabilities	47
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	9	-3	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	-3	-6
Native Hawaiian/Pacific Islander			
White	7	1	-20
Two or More Races			
Socioeconomically Disadvantaged	34	12	-25
English Learners			
Students with Disabilities			-2

\* "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

We work collaboratively with parents and encourage them to participate as active partners in their children's academic and extracurricular school experiences. We have more than 450 parent volunteers, and more than a third of our students' families have joined our foundation. Parents are also highly involved in our Music Council, School Site Council (SSC), Athletic Council, Student Support Council, Theater Council, and Academic Council. Our Spanish-speaking parents meet monthly with the principal to discuss school- and student-related issues. Our school Web site provides an abundance of information on how parents can be involved in their children's education. Parents are invited to attend monthly open forums with the principal, entitled First Fridays. We inform parents via weekly emails, all-call alerts, weekly bulletin, and parent newsletter to keep them updated on school activities and opportunities for their involvement.

### 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

The staff monitors parking lots, hallways, and the lunch area before and after school and during lunch and passing periods. All visitors must check in at the office and wear a visitor's pass while on school grounds. Our campus supervisor monitors our campus and parking lots. We conduct monthly fire, lockdown, and earthquake drills, and we hold monthly safety meetings with parent, student, and staff representatives. In a working partnership with the sheriff's department, parents and students take part in a program entitled Start Smart, designed to educate new drivers. Our school safety plan is updated yearly and approved by the School Site Council.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.5	1.0	0.7
Expulsions Rate	0.2	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	Yes	
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	2.4
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												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
English	31.5	32	34	3	8	3	4	4	7	12	23	22
Math	36.7	32	34	3	4	2	5	5	8	10	17	16
Science	36.4	35	32	0	1	2	0	3	6	11	18	14
SS	41.3	39	35	0	1	3	0	1	4	7	21	19

\* 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	\$5,449	\$756	\$4,693	\$65,893
District	♦	♦	\$6,146	\$79,895
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-24%	-9%
Percent Difference: School Site/ State			-14%	-11%

## Types of Services Funded at San Dieguito High School Academy

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 San Dieguito High School Academy

Our teachers collaborate frequently in department, course-alike, and faculty meetings. We also provide monthly late-start days throughout the school year, which provides the staff with additional collaboration time and the opportunity to meet in professional learning communities. Our weekly hour lunches are used for staff and department meetings. During these days, staff members have the opportunity to discuss instruction, assessments, curricular issues, and student support.

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	16	19	65	13	38	49
Male	22	24	55	13	39	48
Female	11	15	73	13	37	50
Black or African American						
American Indian or Alaska Native						
Asian	6	17	78	11		89
Filipino						
Hispanic or Latino	35	30	35	23	51	26
Native Hawaiian/Pacific Islander						
White	12	16	72	10	37	54
Two or More Races						
Socioeconomically Disadvantaged	40	30	30	28	49	23
English Learners	82	18		73	18	9
Students with Disabilities	45	36	18	44	41	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			
San Dieguito High School Academy	2011-12	2012-13	2013-14
English-Language Arts	84	84	84
Mathematics	84	82	87
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	96.93	95.31	84.56
Black or African American	100.00	96.00	75.90
American Indian or Alaska Native	100.00	75.00	77.82
Asian	100.00	99.32	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	91.03	86.07	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	98.19	96.19	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	112.07	96.90	82.58
English Learners	81.82	62.20	53.68
Students with Disabilities	88.89	83.26	60.31



Dropout Rate and Graduation Rate			
San Dieguito High School Academy	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	0.0	1.0
Graduation Rate	100.00	100.00	98.43
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		♦
English	6	♦
Fine and Performing Arts	1	♦
Foreign Language		♦
Mathematics	2	♦
Science	2	♦
Social Science	17	♦
All courses	28	1.7

\* 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	71.60
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	67.55

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,057
% 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	28%

### Career Technical Education Programs

Our counselors help students prepare for a variety of occupations. Several programs prepare students to enter the workforce, including our Technology Wheel for ninth graders, job shadowing, an internship program for eleventh and twelfth graders, and a schoolwide Speaker's Bureau to connect careers to high school courses. As part of our school-to-work technology program, students learn about architecture, business management and ownership, computer graphics, wood technology, manufacturing, photographic imaging, automotive repair, video and film production, and careers in the healthcare industry. Job shadowing, apprenticeships, and internships allow students to explore professions, learn job skills, and gain work experience. We are also in the process of developing and implementing Career Pathway strands within our curriculum, which will allow students to fulfill college preparatory curriculum while gaining career-related skills, experiences, and knowledge in areas such as biotechnology, arts, media, and entertainment.

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 1,057 students in career technical education courses.

San Dieguito Academy boasts a Career Pathways committee that promotes career awareness and development of workplace skills. We have developed an extensive Speaker's Bureau, connecting careers to individual courses. Each semester a group of teachers visits a worksite to see first-hand the world of work that students are being prepared for, including business in information technology, healthcare, and environmental management. Students participate in a variety of internships, including paid internships in biotechnology and healthcare. 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).