



Ark Independent Studies

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Santa Cruz City Schools

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3898.

A Message from the Principal

The Ark is an innovative Independent Studies High School, providing students with a personal, individual approach to learning. We offer over 60 courses, the full range of course offerings needed to complete a high school diploma. The Ark is fully accredited by the Western Association of Schools and Colleges, compliant with CCIS standards and offers many courses that satisfy A-G requirements.

Major Achievements

During the 2012-2013 school year, teachers collaborated to continue to develop relevant learning opportunities for students. In addition to fully accessing all necessary high school coursework required to obtain a diploma, the majority of our students participated in small group seminars which were focused on English Language Arts, Real World Learning and meeting the district's Literacy Exhibition Assessment Portfolio graduation requirement. Teachers met weekly and collaborated in their self-study cycle for the school's six-year WASC review. WASC awarded the Ark a six year accreditation for 2013 through 2019.

Focus for Improvement

Ark goals for 2012-2013 continue to focus on improving instruction and widening support available for students who need to pass the California High School Exit Exam, pass Algebra I, and complete their language arts portfolio graduation requirement. In addition, we have a professional development project in place for 2012-2013 to enhance and diversify our instructional practices and our curriculum to become even more relevant to the Real World Learning. We have developed curriculum of our weekly seminars to help students identify their interests, values, skills and goals for the future. This Real World Learning enrichment program is in its second year of implementation and now includes exciting new career internship component, and collaboration with community business based learning opportunities. We will soon be offering online courses to meet A-G requirements for eligibility to attend schools in the University of California or California State University systems, individualized tutoring opportunities, and computer-enhanced learning.

Leadership

Lysa Tabachnick is the new principal of the school. She comes to the site with 4 years of prior administrative experience and 16 years as a classroom teacher at both alternative education sites as well as comprehensive sites. Lysa holds a clear Elementary credential and a clear credential in school administration as well as a supplemental authorization in art.

Parents, students, and staff take part in decision making at this school. The entire staff collaboratively creates staff development programs and sets student achievement goals based on identified student needs.

Opportunities for Parental Involvement

The avenue for parent involvement at the Ark is the School Site Council, which meets monthly. The contact person for parent involvement is our principal Lysa Tabachnick.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	5
Gr. 10	14
Gr. 11	30
Gr. 12	27
Total	76

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.0
Hispanic or Latino	31.6
Native Hawaiian/Pacific Islander	0.0
White	56.6
Two or More Races	5.3
Socioeconomically Disadvantaged	26.3
English Learners	17.1
Students with Disabilities	10.5

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	0	0.0	0.0
Expulsions Rate	0	0.0	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	8.27	7.8	4.4
Expulsions Rate	0.38	.69	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The four schools on the BSSC write a Safe School Plan together each year. The goals were as follows: 1) Increase opportunities for positive interactions among students and staff of the four schools on campus. 2) Outdoor play area will be clean and safe.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/14/2013

The Ark is in a beautiful historic building on the Branciforte Small Schools Campus. We have two instructional classrooms, with six Internet-connected computers and a projector.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]	Unsecured cabinets with items stacked on top.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	273
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Our highly collaborative staff meets weekly to review student achievement data, revise curriculum, and set goals for improving student achievement. In 2008–2009, the staff did a study of other independent study programs (as a result of attendance at the 2007–2008 California Consortium for Independent Study conference) to make informed changes for our meeting structure to increase instructional time for students. Building on our increased successes with students in the 2009-2010 school year, during 2010-2011 we instituted a weekly seminar program with the focus of meeting the Literacy Exhibition Assessment Portfolio requirement. We designed collaborative professional development and curriculum development efforts to meet the demands of our seminar program. Our professional review and feedback structure emphasized supporting teachers to use this new instructional method.

In 2011-2012 we continued our implementation of the Real World Learning curriculum through a focus on weekly seminars for students. In 2012-13 the Ark staff focused on its self-study for WASC accreditation. The visiting committee awarded the Ark a six year accreditation. In 2013-2014 the Ark will be focusing on the recommendations of the WASC committee, implementing the Common Core Standards and continuing to implement Real World Learning

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	0.0	0.0
Districtwide		
All Schools	80.6	19.4
High-Poverty Schools	73.8	26.2
Low-Poverty Schools	86.4	13.6

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.4
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	.1
Psychologist	.3
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	N/A
Resource Specialist	.4
Other	0
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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. We work closely with our School Site Council and staff to use our funds to provide extra help to students who need it, to purchase supplementary instructional materials, and to provide ongoing staff training.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,291	\$290	\$5,001	\$63,654
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			-1.7	8.0
Percent Difference: School Site/ State			-8.3	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 5, 2013

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Practicing the Writing Process - Educational Design Adopted 2001</p>
<p>Mathematics</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 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008</p> <p>Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008</p>
<p>Science</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: An Everyday Experience - Glencoe McGraw Hill Adopted 2007</p> <p>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>History Alive! series - TCI Adopted 2006</p>

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	46	34	28	58	59	59	54	56	55
Math	27		31	42	44	39	49	50	50
Science		43	24	56	63	64	57	60	59
H-SS	33	17	22	51	49	50	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	39	64	50
All Student at the School	28	31	24	22
Male	29		36	38
Female	27		14	13
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12			
Native Hawaiian/Pacific Islander				
White	33		29	20
Two or More Races				
Socioeconomically Disadvantaged	14			
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	62	-89
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	1	1	2
Similar Schools			

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		40.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	38	3,449	4,655,989
	API-G	597	780	790
Black or African American	Students	1	55	296,463
	API-G		725	708
American Indian or Alaska Native	Students	0	24	30,394
	API-G		795	743
Asian	Students	1	81	406,527
	API-G		886	906
Filipino	Students	0	25	121,054
	API-G		798	867
Hispanic or Latino	Students	9	1,297	2,438,951
	API-G		695	744
Native Hawaiian/Pacific Islander	Students	0	10	25,351
	API-G			774
White	Students	23	1,799	1,200,127
	API-G	589	834	853
Two or More Races	Students	4	157	125,025
	API-G		795	824
Socioeconomically Disadvantaged	Students	7	1,328	2,774,640
	API-G		700	743
English Learners	Students	3	769	1,482,316
	API-G		653	721
Students with Disabilities	Students	5	450	527,476
	API-G		564	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	38	816	418,598
Black or African American		18	28,078
American Indian or Alaska Native	1	6	3,123
Asian		23	41,700
Filipino		3	12,745
Hispanic or Latino	8	245	193,516
Native Hawaiian/Pacific Islander		1	2,585
White	29	509	127,801
Two or More Races		11	6,790
Socioeconomically Disadvantaged	1	57	31,683
English Learners	4	127	93,297
Students with Disabilities	9	252	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	5.30	0.00	7.00
Graduation Rate	92.68	88.37	86.05
Districtwide			
Dropout Rate (1-year)	3.30	2.90	3.50
Graduation Rate	95.53	90.15	90.64
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts		62	33
Mathematics		23	25
Districtwide			
English-Language Arts	66	63	64
Mathematics	67	63	65
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36	20	44	35	39	26
All Students at the School	67	17	17	75	20	5
Male				73	27	
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White				73	27	
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the owl of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.