



# Rosamond High School, Early College Campus

2925 Rosamond Blvd. • Rosamond, CA 93560 • (661) 256-5020 • Grades

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560  
(661) 256-5000  
www.skusd.k12.ca.us

#### District Governing Board

Jim Bender  
Yolanda Sanchez  
Carol Robinson  
Mario Gutierrez  
Linda Brandts

#### District Administration

Leanne Hargus  
**Superintendent**  
Arik Avanesyans

#### **Chief Business Officer**

### District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school.

Rosamond High School Early College Campus is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). The next WASC review is during the 2018-2019 school year. Students, parents, and community believe that the primary role of RHSECC is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions. Expected learning results (ESLRS) referred to as the Roadrunner Way.

### District Mission Statement

Southern Kern Unified School District will offer a quality education, by providing the basis for students to be moral, ethical, responsible, and compassionate people, becoming critical thinkers who seek knowledge and possess technological proficiency and collaborative skills. Our student will become self-motivated and involved citizens of the future. The District has made a firm commitment to the following four priorities: Safety, Student Learning Outcomes, Support of the community and Soundness of resources.

### RHSECC Mission Statement

To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

### RHSECC Vision Statement

RHSECC will provide for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. RHS will encourage technological proficiency and collaborative skills in order to enable its students to become self-motivated and involved citizens.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	222
Grade 10	222
Grade 11	191
Grade 12	192
<b>Total Enrollment</b>	<b>827</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.8
Asian	1.1
Filipino	0.7
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.6
White	30.0
Socioeconomically Disadvantaged	71.3
English Learners	8.3
Students with Disabilities	12.5
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Rosamond High School, Early College Campus	16-17	17-18	18-19
<b>With Full Credential</b>	30	34	34
<b>Without Full Credential</b>	13	16	16
<b>Teaching Outside Subject Area of Competence</b>	0	4	4
Southern Kern Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	174
<b>Without Full Credential</b>	♦	♦	32
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

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

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Southern Kern Unified School District held a public hearing on October 3, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual laptops with e-books, standards-aligned textbooks, and instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of November 2016.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Common Core Literature Grade 9 2015 Pearson Common Core Literature Grade 10 2015 Pearson Common Core Literature Grade 11 2015 Expository Reading Writing Course Grade 12  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	CA Common Core Algebra 2015 CA Common Core Algebra 2 2015 CA Common Core Geometry 2015 Sullivan, Algebra and Trigonometry 2015 Common Core Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Miller and Levine Biology 2014 Pearson Chemistry 2012 Biomedical Project lead The Way AgrScience Explorations, Fourth Edition Pearson Health 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Prentice Hall US History Prentice Hall World History  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Foreign Language	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	Pearson Health 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science Laboratory Equipment	N/A  <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Rosamond High School Early College Campus is comprised of 60 classrooms, a College Center, Media Center, Student Center, a gym, staff lounge, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

#### Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were fully functional.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	56.0	43.0	28.0	29.0	48.0	50.0
Math	17.0	13.0	17.0	14.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.8	19.8	20.8

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	173	96.65	43.35
Male	89	84	94.38	40.48
Female	90	89	98.89	46.07
Black or African American	23	22	95.65	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	81	100.00	46.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	57	93.44	38.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	120	97.56	40.83
English Learners	18	16	88.89	0.00
Students with Disabilities	22	21	95.45	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	174	96.67	13.22
Male	89	85	95.51	18.82
Female	91	89	97.8	7.87
Black or African American	23	22	95.65	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	81	100	12.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	58	95.08	15.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	120	97.56	10
English Learners	18	17	94.44	5.88
Students with Disabilities	23	21	91.3	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

There are multiple opportunities for parental involvement. At the beginning of the school year parents are invited to “Back to School Night” which provides an opportunity for parents to become familiar with their child’s school and teacher. During registration, parents are required to enroll in our Parent Portal, which provides parents the opportunity to check on their students grades and immediately contact teachers through email. Parent conferences are held each year at the end of the first quarter. Parents are welcome to visit classrooms with advanced arrangements. Committees such as School Site Council, Athletic volunteers, Band Boosters, and AVID nights are additional avenues for parental involvement. The school includes parents in fundraisers, assemblies, dances, performances, and sporting events.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Rosamond High School’s Comprehensive School Site Safety Plan was last revised in May 2018, by school administrators and staff representatives, additionally the district has hired an individual to oversee the implementation of emergency preparedness at all sites to ensure the protection of students and staff, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: “The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment” and “Facility and grounds cleanliness will meet district standards.” Rosamond High School meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month while earthquake drills are held once a quarter. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by campus security officers and administrators. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.6	8.8	5.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	8.5	6.3
Expulsions Rate	0.0	0.0	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	421

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	16.0	16.0	11.0	29	32	61	21	20	19	1	1	
Mathematics	18.0	19.0	14.0	19	15	33	16	21	14	1		
Science	17.0	19.0	14.0	21	18	26	10	13	11	1	2	
Social Science	17.0	17.0	12.0	17	19	32	13	15	14	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

The Southern Kern Unified School District believe that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. The district has taken an active interest in facilitating professional development at all levels as demonstrated by implementation of paid Professional Development days, during the school year, in which the district sponsors all day workshops for all grade levels. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers participate in BTSA. Staff meet regularly within each department to review pertinent data and discuss areas of student achievement. Teachers are encouraged to attend conferences within their discipline.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,884	\$45,681
Mid-Range Teacher Salary	\$70,834	\$70,601
Highest Teacher Salary	\$88,306	\$89,337
Average Principal Salary (ES)	\$99,467	\$110,053
Average Principal Salary (MS)	\$114,834	\$115,224
Average Principal Salary (HS)	\$125,562	\$124,876
Superintendent Salary	\$176,925	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title II
- Title III
- 

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rosamond High School, Early College	2014-15	2015-16	2016-17
Dropout Rate	5.5	0.0	2.2
Graduation Rate	91.4	98.0	95.6
Southern Kern Unified School District	2014-15	2015-16	2016-17
Dropout Rate	14.3	8.3	7.3
Graduation Rate	74.6	85.9	85.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	555
% 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	100

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,433	\$638	\$9224	\$67862
District	♦	♦	\$9224	\$66,990
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			0.0	1.8
Percent Difference: School Site/ State			40.3	-2.6

\* Cells with ♦ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	19.9

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.7	91.7	88.7
Black or African American	86.7	65.4	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	97.1	94.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	90.9	93.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	99.2	91.7	88.6
English Learners	56.3	78.3	56.7
Students with Disabilities	68.4	65.4	67.1
Foster Youth	100.0	33.3	74.1

### Career Technical Education Programs

Rosamond High School Early College Campus instructional programs foster acquisition and growth of vital work readiness skills including critical thinking, problem-solving, communication, use of technology, interpersonal relationships, and civic responsibilities. Specialized programs for students are offered which integrate career learning and work readiness as follows:

- Carl Perkins Vocational Education
- Youth Employment Program

Students have an opportunity to enroll in career technology courses which provide students with hands-on experiences connected to job skill applications.

For more information about CTE such as our shadow programs with various business entities and Internship like that with Northrop Grumman or our own district IT department please contact, Larry Tanksley.

- Construction Trades/Advanced Construction Trades
- Computer Assisted Design
- Digital Imaging
- Automotive/Advanced Automotive
- A+ Certification
- Welding/Advanced Welding
- Video Bulletin
- TV/Video Production
- Health Careers
- Medical Terminology
- Sports medicine
- patient Care Tech's(currently being established)

The needs of all students are addressed

Students in CTE classes participate in hands on technical training to help prepare them for a career in that specific trade. Measurable outcomes are identified through the use of Precision Exams which given the student the opportunity to attain Industry recognized certificates of competency.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.