

Yerba Buena High School

1855 Lucretia Ave. • San Jose, CA, 95122- • 408.347.4700 • Grades 9-12

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

East Side Union High School District

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School Description

Yerba Buena High School prides itself upon the connections that the staff makes to our students and their families. Our goal is to ensure that all students graduate college and career ready. We offer intervention programs for all students and every level to provide support for students to succeed academically, socially and emotionally. Over the past three years, Yerba Buena has garnered awards for its work in providing intervention services to our students and families.

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 408.347.4700.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	434
Gr. 10	417
Gr. 11	445
Gr. 12	396
Total	1,692

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	34.3
Filipino	6.4
Hispanic or Latino	55.5
Native Hawaiian/Pacific Islander	0.4
White	1.5
Two or More Races	0.3
Socioeconomically Disadvantaged	91.8
English Learners	24.6
Students with Disabilities	7.7

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

Yerba Buena High School	12-13	13-14	14-15
Fully Credentialed	69.2	78	61
Without Full Credential	1	78	4
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	949
Without Full Credential	◆	◆	32
Teaching Outside Subject Area of Competence	◆	◆	5

Teacher Misassignments and Vacant Teacher Positions at this School

Yerba Buena High School	12-13	13-14	14-15
Teachers of English Learners	1	2	1
Total Teacher Misassignments	1	2	1
Vacant Teacher Positions	1	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. 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	91.87	8.13
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

* 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)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</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>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</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>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – CK-12 ESUHS D Flexbook 2014</p> <p>Chemistry – “Chemistry” Merrill/Glencoe 1998</p> <p>Physics – “Physics: Principles and Problems” Merrill/Glencoe/Holt 1998, 2000</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>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing 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>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

Yerba Buena High School has completed its 40th year of operation. All four main buildings containing classrooms have been renovated within the past 10 years. We are in the process of planning for the construction of our STEM and Student Union building. Our fencing project is in its final stages.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bld 100: item but no details only the comment "entire 100 complex is currently in design phase for reconstruction"- Action/plan- site to place work order during this interim period and M&O will schedule the repair. Bld 500 Theater: item noted but no details provided- Action/plan-site to place work order and M&O will schedule the repair. Additional comment noted: Glu-lams around building is scheduled to be fixed soon. Bld 1000: item noted but no details only the comment "scheduled for renovation with student union project"-Action/plan-site to place work order during this interim period and M&O will schedule the repair.
Interior: Interior Surfaces	[X]	[]	[]	Bld 800: only comments noted "scheduled for renovation with student union project".
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No items noted
Electrical: Electrical	[X]	[]	[]	No items noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Basketball Courts: item noted but no details-Action/plan-site to place work order and M&O will schedule the repair. Bld 300: only comments noted "water fountains are scheduled to be replaced by deferred maintenance"-Action/plan-site to place work order and M&O will schedule the repair.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No items noted
Structural: Structural Damage, Roofs	[X]	[]	[]	No items noted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No items noted
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

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	32	34	37	52	52	53	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	36	38	39	49	50	52	54	56	55
Math	25	24	21	30	29	28	49	50	50
HSS	27	29	30	43	43	45	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	3	2	2
Similar Schools	2	2	2

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.7	30.0	46.1

* 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	53	
All Student at the School	37	
Male	39	
Female	35	
Black or African American		
American Indian or Alaska Native		
Asian	61	
Filipino	44	
Hispanic or Latino	24	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	36	
English Learners	4	
Students with Disabilities	13	
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	13	0	-2
Black or African American			
American Indian or Alaska Native			
Asian	14	1	4
Filipino			
Hispanic or Latino	10	-4	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	11	2	-8
English Learners	14	9	-38
Students with Disabilities			-12

* "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

The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Five general parent meetings were held throughout the school year with a focus on family and school. In addition, parents are recruited to join the School Site Council, ELAC (English Language Advisory Committee), and DAC/BDAC. In addition to meetings the school has made efforts to provide social events for parents so that they can begin collaborating so they can support each other. Standing meetings hosted for parents include:

School Site Council: Once a month

ELAC: Once a month

DELAC: Once a month

Parent Engagement Meetings: 5 times a year.

Coffee with the Principals: Once a Month

Back to school nights: Twice a year

Parent Center: Open at all times

FAST Program. Once a month

Parent Project: Once a month

CBET: ESL classes for parents

Family and parent workshops, 5 times a year

For more information about getting involved with Yerba Buena please call the main school at (408) 347-4700.

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 Yerba Buena School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness. On a yearly basis the school safety plan is updated and reviewed. Important to the plan is the Parent and Community Safety Council held at the district level. Information shared at the meetings assists in updating safety matters at the site level.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	5.4	3.8	3.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
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	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

* 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)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	449

* 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
English	26.6	25	27	22	21	14	37	42	34	11	10	19
Math	24.5	26	26	23	19	19	32	34	24	15	16	20
Science	30.3	30	30	6	7	5	21	11	24	25	36	26
SS	29.9	24	25	8	17	15	10	17	19	24	21	18

* 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	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	\$7,281	\$1,713	\$5,568	\$74,338
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-2.7	-4.4
Percent Difference: School Site/ State			0.6	3.8

Types of Services Funded at Yerba Buena High School

Collect data to identify students as (Core, Strategic or Intensive)

Enroll strategic students in English 1 and ELA CAHSEE intervention program.

Read 180 ELA intervention program

Enroll intensive students in LA3 w/Read 180 block. Language intervention programs

Implement afterschool academic support programs (Homework Center, AVID, CAHSEE Intervention, MESA, and YWCA Project Inspire After School Program)

Departments will develop common end-of-course assessments that incorporate Language Arts Standards tested by CAHSEE.

Implement scaffolding and differentiated techniques in accordance with the district's Academic Language initiative

Continue to implement a Saturday Academic and ADA Recovery Intervention Program

Continue to implement an in-house intervention program.

Provide a comprehensive parent and student support services

MST services

Campus Monitoring

Smaller counselor to student ratio

Parent literacy and support services

Professional Development provided for Teachers at Yerba Buena High School

Yerba Buena High school is in the third year of implementing Professional Learning Communities (PLCs). As of September 2014, roughly 40 percent of YB teachers and administrators have attended official PLC training and have embraced the quintessential questions of "what do we want our students to learn", "How do we know if they have learned it", "How do we respond if they don't learn it", "How do we respond when they already know it" . In order to provide PLC's and teachers with ample time to work in their PLCs Yerba Buena has 90 minutes of collaboration every Monday. Professional development opportunities for staff members are implemented through PLCs and PLC leaders: Are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels

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	45	23	32	38	33	30
All Students at the School	58	19	22	47	31	23
Male	65	17	19	50	26	24
Female	51	22	27	42	36	22
Black or African American						
American Indian or Alaska Native						
Asian	32	23	46	18	32	50
Filipino	42	25	33	33	33	33
Hispanic or Latino	73	16	10	62	30	8
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	59	20	21	47	31	22
English Learners	98	2		81	16	3
Students with Disabilities	97	3		93		7
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			
Yerba Buena High School	2011-12	2012-13	2013-14
English-Language Arts	36	39	42
Mathematics	50	51	53
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
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	73.24	82.21	84.56
Black or African American	33.33	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	89.36	92.55	92.94
Filipino	82.61	90.53	92.20
Hispanic or Latino	63.36	73.24	80.83
Native Hawaiian/Pacific Islander	100.00	86.67	84.06
White	55.56	88.08	90.15
Two or More Races	0.00	88.46	89.03
Socioeconomically Disadvantaged	72.86	75.66	82.58
English Learners	45.19	55.53	53.68
Students with Disabilities	44.68	59.46	60.31

Dropout Rate and Graduation Rate			
Yerba Buena High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	22.4	24.3	21.7
Graduation Rate	65.70	67.38	72.68
East Side Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
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	3	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	5	♦
Science	6	♦
Social Science	9	♦
All courses	26	0.9

* 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	72.73
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.56

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	270
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Courses/Programs include:

Engineering
Architectural Design and Green Construction