



Mesquite Continuation High School

140 West Drummond • Ridgecrest CA, 93555 • (760) 499-1810 • Grades 9-12

Jo Anne McClelland, Principal

jmcclelland@ssusd.org

www.mesquite.ssusd.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

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Principal's Message

Mesquite provides unique educational opportunities that help students successfully complete graduation requirements. Our enrollment is approximately 100 students. Our student/teacher ratio is 17/1. Beyond core and several elective courses, Mesquite students have the opportunity to enroll in work experience, community college coursework, Credit Recovery courses, summer school, elementary teaching assistants, CTE courses, and community service work to earn credits toward high school diploma completion.

Mesquite High School is involved, engaged, and supported by the community, the board of education, and the district. The Western Association of Schools and Colleges (WASC) visited Mesquite in March 2015 for a mid-term review. The visiting committee recommended and the WASC board approved our accreditation term through June 2018. CDE's Model School Visitation team also reviewed Mesquite and awarded our school a Model Continuation High School distinction in 2008, in 2011 and again in 2015.

It is Mesquite's goal to ensure that every student is college and/or career ready upon graduation from high school. Mesquite staff works diligently to prepare students for the challenges they face as college students and/or as employees. We constantly evaluate curriculum and programs and revise them for relevance so that students are well prepared and competitive upon entry to the adult world. Most recently we have added an RSP program.

Our school motto is "Freedom Through Responsibility". We are very dedicated to helping our students become productive citizens when they become adults.

Jo Anne McClelland, Principal

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	5
Grade 11	33
Grade 12	50
Total Enrollment	88

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	2.3
Asian	1.1
Filipino	1.1
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	1.1
White	67
Two or More Races	2.3
Socioeconomically Disadvantaged	63.6
English Learners	4.5
Students with Disabilities	3.4
Foster Youth	0

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			
Mesquite Continuation High School	14-15	15-16	16-17
With Full Credential	6	6	4
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesquite Continuation High	14-15	15-16	16-17
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	95.6	4.4
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	92.8	7.2
Low-Poverty Schools	83.2	16.8

* 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 2016-17)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts (2003) Adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra I/Geometry/Algebra II California AGA-Houghton Mifflin-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology (2008) Adopted in 2007 Holt Earth Science (2007) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	American Anthem: Modern American History (2007) Adopted in 2006 American Government (2006) Adopted in 2006 Holt Economics (2003) Adopted in 2006 World History: The Modern World (2007) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Mesquite High School was built in 1979 and is a two-building facility. These two buildings house classrooms, a media center, a kitchen, and an administrative office. The school landscape consists of beautiful lawns, trees, and a gazebo. A dirt athletic area is on the north side of campus, with basketball courts and a parking lot to the south. Benches and tables have been installed around the campus for students to enjoy the area around the quad. A local artist designed and constructed a metal sculpture of the school mascot, a dragon, and it resides in the front of the school. It is a beautiful addition to the campus.

During the 2009–2010 school year, a new basketball court was installed at the front of the school. At the conclusion of the 2009–2010 school year, the kitchen was professionally cleaned and modernized, and ten new computers were installed in the computer lab. In the 2010–2011 school year, our focus was technology. We purchased new computers for the computer lab and moved the current computers into the math classroom. This added an additional computer lab to our campus and enabled implementation of a Web-based math curriculum, ALEKS. In 2011-12, all computers in this math lab were updated. Additionally, all teachers now have projectors and screens in their classrooms. Staff attends workshops to enhance their technology skills. The district has provided Mesquite with a cart and 36 Chromebooks. With this addition, our current student-to-computer ratio is 1:1.

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.

Library

Although Mesquite High School has no general library, each classroom has its own book collection. Teachers continually encourage students to bring in a wide variety of reading materials. Mesquite uses the Accelerated Reader program, which encourages and motivates students to read. Mesquite has its own Accelerated Reader library materials for this program as well as several sets of board-approved novels. We have established a quiet room in lieu of a library for students to use when making up work or doing IS and where all students have access to chrome books. This room is monitored by an adult at all times.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Auditorium: Missing light cover north wall, stained/missing ceiling tiles, wall tiles missing BLDG A.: Room 152 cords, Room 151 cords, and Room 150 carpet BLDG D.: Staff Room replace ceiling tiles, Library counters peeling, Room 163 replace ceiling tiles, Bathroom floors/walls BLDG E.: Room 125 hole in interior door BLDG H.: Room 122 loose/missing ceiling tiles, Room 121 base boards, Bathrooms paint touch up BLDG I.: Rooms 164, 166, 167, 168 - Paint needs touched up BLDG J.: Room 213 floors, ceiling tiles, cords Room 211 ceiling tiles, Room 110 floors worn Room 113 flooring worn Classroom 15: VCT cracking and there are missing tiles in four locations. Main Office: Assistant Principal Hallway needs painted

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				BLDG D.: Staff Room replace ceiling tiles, Library counters peeling, Room 163 replace ceiling tiles, Bathroom floors/walls
Electrical: Electrical			X		Auditorium: Missing light cover north wall, stained/missing ceiling tiles, wall tiles missing BLAD B.: Room 161 cords and Room 160 cords BLDG A.: Room 152 cords, Room 151 cords, and Room 150 carpet BLDG C.: Room 172 broken outlet cover BLDG J.: Room 213 floors, ceiling tiles, cords Room 211 ceiling tiles, Room 110 floors worn Room 113 flooring worn Classroom 15: VCT cracking and there are missing tiles in four locations. Classroom 17: Custodial Room: Grounds (Back Campus): Grounds (Front Campus): Media Center: Office: Weight Room:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				BLDG D.: Staff Room replace ceiling tiles, Library counters peeling, Room 163 replace ceiling tiles, Bathroom floors/walls BLDG H.: Room 122 loose/missing ceiling tiles, Room 121 base boards, Bathrooms paint touch up
Safety: Fire Safety, Hazardous Materials	X				No apparent problems.
Structural: Structural Damage, Roofs		X			Water leaks detected in 5 classrooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	28	31	50	50	44	48
Math	6	3	34	34	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	6	14	7	65	63	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	19	14	73.7	7.1
Male	12	8	66.7	12.5
White	11	10	90.9	10.0
Socioeconomically Disadvantaged	12	10	83.3	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	47	34	72.3	30.8
Male	11	25	18	72.0	25.0
Female	11	22	16	72.7	35.7
White	11	30	21	70.0	33.3

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	34	24	70.6	41.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	47	36	76.6	2.9
Male	11	25	20	80.0	
Female	11	22	16	72.7	6.7
White	11	30	23	76.7	4.5
Socioeconomically Disadvantaged	11	34	25	73.5	4.2

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

Parents volunteer for such special activities as our Back-to-School Night and prom. Mesquite has a parent representative who attends the Superintendent's Council with the principal bi-monthly and a parent representative on the school site council. Mesquite has a web page to keep parents, students, and the community apprised of school activities and events. In addition, Mesquite continues to promote a parent portal to provide access to their student's information such as attendance, grades, schedule, and contact information. This year, we added the Parent Square app and use it extensively to keep parents updated on student and school events. The contact person for parent involvement is our principal, Jo Anne McClelland. She can be reached at (760) 499-1810.

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

Our small size creates a family-style atmosphere where students know each other and feel safe. Our staff members monitor the campus before, during, and after dismissal of school. We have a closed campus and require all visitors to register with the office before entering the campus. The principal conducts classroom walkthroughs several times each day and the campus supervisor monitors the grounds. A surveillance system was installed so that all areas of the campus can be viewed from the principal's office and by front office staff. A School Resource Officer is available when needed and is on campus several times per week. We discuss school safety at our bi-weekly staff meetings and review our site safety plan regularly. Lock down drills, earthquake drills, and evacuation drills are conducted annually; fire drills occur once each semester. The staff has also been trained on how to keep students as safe as possible in the case of an intruder on campus. The principal's designee teacher attends the district safety committee meetings that are held quarterly. All staff members have been educated about the safety plan through an annual review.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	22.8	22.6
Expulsions Rate	18.6	0.0	1.3
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	3.53
Average Number of Students per Staff Member	
Academic Counselor	100

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	11	14	14	11	8	8						
Mathematics	5	5	5	18	13	13						
Science	16	18	18	3	3	3	1					
Social Science	11	14	14	13	10	10						

* 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

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement. At Mesquite, we collaborate 1 hour per week regarding the academic, emotional, and character trait needs for our students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	6%

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

Types of Services Funded

Student and staff needs are identified through the process of program analysis. Both state and federal resources are available to address these identified needs. Our classroom materials, supplies, and tutoring programs are provided using LCFF and supplemental funds. LCFF Supplemental funds are being used to support a counselor to provide targeted services throughout the district.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mesquite Continuation High School	2011-12	2013-14	2014-15
Dropout Rate	2.80	2.10	2.80
Graduation Rate	92.66	94.66	92.02
Sierra Sands Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.80	2.10	2.80
Graduation Rate	92.66	94.66	92.02
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	55.67
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11281.82	0	11281.82	68960.00
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			115.0	16.1
Percent Difference: School Site/ State			111.0	5.7

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	61	91	86
Black or African American	0	74	78
American Indian or Alaska Native	0	50	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	79	97	83
Native Hawaiian/Pacific Islander	100	89	85
White	54	89	91
Two or More Races	67	86	89
Socioeconomically Disadvantaged	0	79	66
English Learners	40	71	54
Students with Disabilities	66	85	78

Career Technical Education Programs

We provide students with information about career and postsecondary options which are embedded in our classes. Students develop a plan to help them reach their goals to attend trade or technical schools, seek military careers, enter the workforce, or attend college. The Armed Services Vocational Aptitude Battery and college placement exam for the local community college is administered on campus. Representatives from businesses and organizations are invited to help students explore a variety of career options. Many of our students are already working part time in the community. All coursework satisfies graduation requirements and entrance into community college. Each year, students have the opportunity to attend the College Career Day where they can explore a variety of career paths, talk directly to employers, and get information about their areas of interest. All students were invited to apply for our partnership with Marshall's Department Store which resulted in nine of our students being placed as interns. Half of those students were hired as part time employees.

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 three students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.