

San Rafael High School

185 Mission Avenue • San Rafael, CA 94901 • 415-485-2330 • Grades
Glenn Dennis, Principal



2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael High School District

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.org>

District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent
Kevin P. Kerr
Director of Secondary Education

School Description

The mission of San Rafael High School is for each student to acquire college and career-ready skills and knowledge, and to contribute to society while recognizing the dignity and worth of each individual.

San Rafael High School is located 18 miles north of San Francisco in Marin County's oldest city and its county seat. Established in 1888, San Rafael High has been in its current location since 1924, where its campus occupies 33 acres east of downtown San Rafael. The school serves the most economically, ethnically, and culturally diverse population in Marin. The majority of students enter San Rafael from Davidson Middle School, the largest sixth through eighth-grade middle school in San Rafael. The school also receives students from Venetia Valley K-8 School and local private schools.

San Rafael is committed to providing a rigorous and relevant curriculum for all students and supporting them to achieve the goal of college and career readiness.

1. We offer a wide range of rigorous A-G courses, AP/Honors and college prep classes in all academic disciplines, media production and computer courses, a robust English Learner Program.
2. The school offers innovative programs to meet student learning needs and future goals. This includes our two award-winning interdisciplinary academies: Media Academy Experience (MAX), a junior/senior English, social studies, and media arts program, and the Applied Physics and Technology Academy, a sophomore/junior/senior applied physics and applied arts/technology program. The Applied Physics and Technology Academy was recognized as a model program for the State of California, bringing both California Department of Education (CDE) representatives and educators from other schools throughout the state to view and learn more about this exciting opportunity for students.
3. Our AVID/CASS program, COMPASS program, college access partnerships, and our counseling/college and career center prepare all students, including first-generation college-bound students for entry into two and four-year colleges and universities.
4. We offer a full range of extra and co-curricular courses and programs in the art, music, drama, athletics, leadership, and community service.
5. Additional student supports include an advisory class, afterschool tutoring, therapeutic counseling, and community-based health and wellness partnerships.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	364
Grade 10	345
Grade 11	313
Grade 12	272
Total Enrollment	1,294

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	0.2
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.3
White	27
Two or More Races	0.3
Socioeconomically Disadvantaged	62.8
English Learners	26.1
Students with Disabilities	6
Foster Youth	0.3

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			
San Rafael High School	15-16	16-17	17-18
With Full Credential	66	66	62
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael High School District	15-16	16-17	17-18
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
San Rafael High School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srcs.org/hscourses

Textbooks and Instructional Materials Year and month in which data were collected: 2017, August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

At San Rafael High School, the campus is orderly, and students feel safe on campus before, during, and after school. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. Supervision begins thirty minutes before the opening of school and continues throughout the day into after-school hours and at school sponsored events.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space.

San Rafael High School moved to its current location in 1924. The school has a total of 84 classrooms. With monies from voter-approved school bond measures and state modernization funds, the school underwent multiple phases of modernization that began in 2001 and were completed in 2008. Improvements included modernization of the main buildings that include all classrooms, library, theatre, offices, restrooms and special program buildings such as technology, music, art and the entire gymnasium facility. Additionally, modernization was completed on the industrial arts shops, cafeteria, the surrounding grounds, and parking lot.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process ensures efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided 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, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

Over the next several years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/2017				
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			G 210 CLASSROOM: stained ceiling tiles W.O. #9823 GYM 1 BOYS R/R: soap dispenser broken W.O. #9822 LA 301: ceiling tile broken W.O. #9821 LA LIBRARY 203: stained ceiling tiles W.O. #9821
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			AD 300: light out W.O. #9820 AD 304: light out W.O. #9820 AD 315: light out W.O. #9820 GP 102: porch light out W.O. #9824
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			SCIENCE ROOM 101: sink leaking not closing completely W.O. #9819 SCIENCE ROOM 103: sink leaking not closing completely W.O. #9819 SCIENCE ROOM 104: sink leaking not closing completely W.O. #9819
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	58	50	57	48	48
Math	36	33	32	29	36	37

* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	55	54	59	60	56

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19	26.1	35.1

* 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.

School Year 2016-17 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	307	279	90.88	57.71
Male	158	140	88.61	54.29
Female	149	139	93.29	61.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	100
Filipino	--	--	--	--
Hispanic or Latino	204	183	89.71	43.17
White	83	81	97.59	82.72
Socioeconomically Disadvantaged	194	170	87.63	45.29
English Learners	69	55	79.71	5.45
Students with Disabilities	21	19	90.48	21.05
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 2016-17 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	307	281	91.53	33.45
Male	158	141	89.24	31.21
Female	149	140	93.96	35.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	58.33
Filipino	--	--	--	--
Hispanic or Latino	204	182	89.22	18.68
White	83	81	97.59	64.2
Socioeconomically Disadvantaged	194	171	88.14	17.54
English Learners	69	54	78.26	1.85
Students with Disabilities	21	19	90.48	15.79
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Rachel von Doepp, WeAreSR! President

To Reach Contact Person: Rachel can be reached by e-mail at Vondoeppwearesr@gmail.com

Contact Person Name: Ana Peixotto, Community Bilingual Liaison

To Reach Contact Person: Ana can be reached by e-mail at apeixotto@srcs.org, or by phone by calling 415-485-2396

Parent involvement is a vital component of the educational program at San Rafael High School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

At San Rafael High School, specific opportunities for parent participation include the Site Leadership Team (SLT), WeAreSR! (parent-teacher-student association), School English Language Advisory Council (SELAC), grade level class advisors and support parents, and the following five parent booster groups: athletic, music, drama, art, and cheerleading. Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, eighth-grade orientation night, college information nights, special parent education nights, concerts, plays, musicals, and other artistic and athletic performances. Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent-teacher associations, district and school site committees, fundraising campaigns and special events. (PIQE) offers educational workshops for the first-generation college bound, Spanish-speaking families at SRHS.

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

Date Reviewed and Updated: August 2017 Date Discussed with School Faculty: August 2017

San Rafael High School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed by school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Every year, the school holds at least two fire drills, two lockdown drills, and the annual county-wide disaster preparedness drill. While the school has a safety plan in place, it is important to note that we are working constantly to update it to meet the requirements established by the Marin County Office of Education and San Rafael City Schools.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.9	4.8	4.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	4.3	4.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist	.5
Other	0.4
Average Number of Students per Staff Member	
Academic Counselor	409.3

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			24			26			35			2
Mathematics			26			12			39			6
Science			28			5			23			8
Social Science			28			4			26			8

* 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

High School District number of dedicated negotiated staff development days:

2015-2016 – 1

2016-2017 – 1

2017-2018 – 1

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate. Last year, San Rafael High School partnered with UC Berkeley to provide professional development focused on implementing Common Core. In addition, the school funded several teacher coaches/coordinators on special assignment to focus specifically on literacy, math, and English Language Development. These staff facilitated professional development on special release days, staff and department meetings, or in-class coaching.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,060
Mid-Range Teacher Salary		\$70,769
Highest Teacher Salary		\$98,039
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		\$127,576
Superintendent Salary		\$170,379
Percent of District Budget		
Teacher Salaries	35%	33%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9699	2449	7249	91749
District	♦	♦	6147	
State	♦	♦	\$6,574	\$77,535
Percent Difference: School Site/District			17.9	
Percent Difference: School Site/ State			10.3	18.3

* Cells with ♦ do not require data.

Types of Services Funded

San Rafael High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2016-2017 school year, these programs and services included the following:

- Supplementary educational programs
- AVID Program
- Field development conferences, materials and supplies, and field trips
- Staff development - UC Berkeley History and Science Project
- Parent education - Parent Institute for Quality Education
- Support program for students in math and English (Title I)
- Math and English intervention courses - Strategic English, Algebra Readiness, and Math Support
- Community liaison for ELD families/students
- Mental health and social-emotional support for students (therapists)
- ELD Coordination

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Rafael High School	2013-14	2014-15	2015-16
Dropout Rate	9.3	10.2	15
Graduation Rate	88.44	85.96	81.67
San Rafael High School District			
2013-14	2014-15	2015-16	
Dropout Rate	8.9	10.7	12
Graduation Rate	88.07	86.25	84.94
California			
2013-14	2014-15	2015-16	
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	417
% of pupils completing a CTE program and earning a high school diploma	20%
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	94.52
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	53.57

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	2	♦
All courses	14	23.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	86.3	88.68	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	71.43	88.46	94.42
Filipino	100	100	93.76
Hispanic or Latino	81.25	82.77	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	95	94.62	90.99
Two or More Races	100	80	90.59
Socioeconomically Disadvantaged	81.82	81.36	63.9
English Learners	47.37	58.82	55.44
Students with Disabilities	81.48	84.19	85.45
Foster Youth	100	100	68.19

Career Technical Education Programs

San Rafael High School students may select a combination of college prep and general classes that will give them a good foundation for college and career. High school courses are grouped with some regional occupation programs (ROP) and community college courses into clusters: communication; engineering and technology; fine arts and entertainment; science and math; and social science. These clusters explore career fields and prepare students for an academic or occupational path. The broadcasting class prepares students to enter the work world with marketable skills in lucrative fields. The career center supports students by providing information on a multitude of careers and colleges and also offers internships to students in various fields. The school has two academies that integrate academic courses with career preparation and/or preparation for work. The media academy experience (MAX) offers a two-year academy program for juniors and seniors that combines college preparatory English language arts, social studies, and media technology curriculum. The applied physics and technology academy is a three-year blended program for grade 10-12 students focusing on applied physics and technology, industrial arts, and a career path internship. Both academies extend opportunities to work with professional mentors and partners in our surrounding community.

The College and Career Center (CCC) advisor assists students with information on career decision-making, post high school training/educational options, and occupational information. She works closely with the academic counseling department and the school-to-career liaison to coordinate CCC efforts. Programs with the school-to-career liaison include but are not limited to: co-teach, an internship orientation class required to prepare the students for internships; collaboration with employer/community resources for classroom speaking, internships, job shadows, and informational interviews; and assisting more seniors, especially the non-college bound, in developing a plan for after high school.

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.