

# Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • (510) 644-6120 • Grades 9-12

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



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6348

[www.berkeleyschools.net](http://www.berkeleyschools.net)

### District Governing Board

Josh Daniels, President

Judy Appel, Vice President

Beatriz Leyva-Cutler, Clerk

Karen Hemphill

Julie Sinai

### District Administration

Donald Evans, Ed.D.  
**Superintendent**

Donald Evans  
**Superintendent**

Neil Smith  
**Assistant Superintendent**  
**Educational Services**

Javetta Cleveland  
**Deputy Superintendent**  
**Business Services**

Delia Ruiz  
**Assistant Superintendent**  
**Human Resources**

### **School Description**

We are proud to present our annual report for the 2013-14 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state.

Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

## 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 (510) 644-6120.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	792
Gr. 10	828
Gr. 11	747
Gr. 12	778
<b>Total</b>	<b>3,145</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	21.1
American Indian or Alaska Native	0.3
Asian	8.6
Filipino	0.7
Hispanic or Latino	20.9
Native Hawaiian/Pacific Islander	0.2
White	37.8
Two or More Races	10.1
Socioeconomically Disadvantaged	34.0
English Learners	6.2
Students with Disabilities	10.0

## 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			
Berkeley High School	12-13	13-14	14-15
Fully Credentialed	120	120	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley High School	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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	100.00	0.00
Districtwide		
All Schools	99.86	0.14
High-Poverty Schools	99.68	0.32
Low-Poverty Schools	100.00	0.00

\* 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)**

The main fact about text books that Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standard s call for.

Textbooks and Instructional Materials	
Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Board Approved, Standards Aligned Texts for all Language Arts courses.</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Board approved, standards aligned texts for all math courses</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Board Approved, Standards Aligned Texts for all Science courses</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Board Approved, Standards Aligned Texts for all Social Science courses.</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Board Approved, Standards Aligned Texts for all World Languages Courses.</p>
<p><b>Science Laboratory Equipment</b></p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.</p> <p>Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.</p>

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

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 27, 2010

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ X ]	[ ]	There are some heating issues in several buildings. We are repairing the systems as we go and will perform more in depth repairs this summer
<b>Interior:</b> Interior Surfaces	[ X ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ X ]	[ ]	[ ]

## 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	55	62	65	63	65	64	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	53	56	61	60	64	64	54	56	55
Math	24	28	32	53	56	57	49	50	50
HSS	42	43	49	45	47	50	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	4	4	5
Similar Schools	1	1	1

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.0	20.8	16.1

\* 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	64
All Student at the School	65
Male	64
Female	68
Black or African American	23
American Indian or Alaska Native	
Asian	75
Filipino	
Hispanic or Latino	54
Native Hawaiian/Pacific Islander	
White	90
Two or More Races	76
Socioeconomically Disadvantaged	36
English Learners	13
Students with Disabilities	27
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	B	19	21
Black or African American		10	27
American Indian or Alaska Native			
Asian		10	9
Filipino			
Hispanic or Latino		14	21
Native Hawaiian/Pacific Islander			
White		15	6
Two or More Races		26	13
Socioeconomically Disadvantaged		45	13
English Learners		34	-2
Students with Disabilities		55	43

\* "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

Parents contribute time in a variety of ways on the Berkeley High School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents may also participate in various committees and organizations. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, as well as various other organizations and business in the community which donate resources and time at the school. To become involved or learn more about opportunities for parental involvement, go to: <http://bhs.berkeleyschools.net/#>

### 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

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year. In the 2010-11 school year Berkeley High School added additional safety officers an additional administrator to insure school safety. In 12-13, BHS also added a dean of attendance to assure students are at school attending every day.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	7.2	5.8	4.0
Expulsions Rate	0.2	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	3.9	3.0
Expulsions Rate	0.1	0.0	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	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		76.5

\* 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	8
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

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	23.7	22	23	31	50	44	90	94	99	2	12	1
Math	22.6	23	25	46	53	36	67	61	67	9	16	16
Science	27.1	27	28	17	18	18	62	99	79	5	10	18
SS	26.6	25	26	17	31	23	116	111	123	4	14	4

\* 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	\$39,459	\$41,243
Mid-Range Teacher Salary	\$66,101	\$64,893
Highest Teacher Salary	\$82,022	\$83,507
Average Principal Salary (ES)	\$113,018	\$103,404
Average Principal Salary (MS)	\$118,605	\$109,964
Average Principal Salary (HS)	\$142,697	\$120,078
Superintendent Salary	\$205,985	\$183,557
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	7	6

\* 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/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,533	\$1,024	\$5,509	\$56,100
District	♦	♦	\$5,852	\$68,192
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-5.9	-17.7
Percent Difference: School Site/ State			17.5	-17.2

## Types of Services Funded at Berkeley High School

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, afterschool enrichment scholarships, teachers' classroom requests, classroom library books, and more.

We are required to report financial data from the 2007-08 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

### Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 3,068 students during the 2007-08 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

## Professional Development provided for Teachers at Berkeley High School

About 12 percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 11 years of experience. About 43 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 57 percent have completed a master's degree or higher.

About 94 percent of the faculty at Berkeley hold a full credential. This number is close to the average for all high schools in the state. About three percent of the faculty at Berkeley hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Berkeley hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

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	34	20	46	33	33	35
All Students at the School	30	19	51	28	33	39
Male	35	20	46	31	29	40
Female	25	18	57	24	37	38
Black or African American	68	22	10	63	31	6
American Indian or Alaska Native						
Asian	17	27	56	8	31	60
Filipino						
Hispanic or Latino	42	21	37	36	32	32
Native Hawaiian/Pacific Islander						
White	8	14	78	8	32	61
Two or More Races	17	18	64	21	42	37
Socioeconomically Disadvantaged	60	20	20	52	34	15
English Learners	86	12	2	73	16	10
Students with Disabilities	84	11	5	89	4	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			
Berkeley High School	2011-12	2012-13	2013-14
English-Language Arts	64	69	70
Mathematics	61	71	72
Berkeley Unified School District	2011-12	2012-13	2013-14
English-Language Arts	63	64	41
Mathematics	61	66	42
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	93.94	89.22	84.56
Black or African American	91.01	83.70	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	97.59	94.25	92.94
Filipino	133.33	133.33	92.20
Hispanic or Latino	96.18	90.45	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	97.93	96.62	90.15
Two or More Races	89.23	81.94	89.03
Socioeconomically Disadvantaged	96.11	88.18	82.58
English Learners	77.46	71.76	53.68
Students with Disabilities	84.54	76.11	60.31

Dropout Rate and Graduation Rate			
Berkeley High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	10.1	11.2	8.6
Graduation Rate	86.01	86.55	88.88
Berkeley Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	15.5	14.4	11.6
Graduation Rate	79.62	83.10	85.52
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	2	♦
English	15	♦
Fine and Performing Arts		♦
Foreign Language	9	♦
Mathematics	9	♦
Science	33	♦
Social Science	11	♦
All courses	79	0.6

\* 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	86.95
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	51.48

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	640
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### 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.