



Ruben Salazar High

9115 Balfour Street • Pico Rivera, CA 90660 • (562) 801-7680 • Grades 9-12

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



El Rancho Unified School District
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School Description

Ruben Salazar High School is the continuation high school for the El Rancho Unified School District and proudly serves the community of Pico Rivera. RSHS is fully accredited by the Western Association of Colleges and Universities (WASC) and was awarded a maximum 6 year accreditation in 2009 and 2015. In 2012 and 2016, RSHS was recognized as a Model Continuation High School. Model continuation school is the highest accolade a continuation school can receive. Salazar enrollment is comprised of approximately 200 11th and 12th grade students. El Rancho High School is RSHS' primary feeder school. However, RSHS also admits students from other high schools. The ethnic composition of the community is 98% Hispanic, 1.5% White and .5% African American. The majority of students are socio-economically disadvantaged. 17% of students enrolled at Ruben Salazar are English learners. RSHS follows a traditional school calendar aligned with the school district calendar. RSHS is on a trimester system which allows students the opportunity to earn credits at a faster pace than the traditional semester system.

Salazar High School has 10 general education teachers, 1 special education teacher (RSP) and 2 instructional aides. Administrative and support staff include one principal, one full-time counselor, 1 mental health counselor, a school psychologist, a secretary and a clerk. RSHS is committed to using technology to engage students and improve the instructional program. The school has 6 mobile carts that each hold 30 Chromebooks or HP Streams. Students also have access to a media center and computer lab making RSHS a 1:1 technology school. Ruben Salazar also has 2 Promethean Boards and Google Classroom is the school's online learning platform.

RSHS is committed to ensuring that all students succeed and as a result provides flexible schedules and offers a wide range of academic and elective courses. The school also offers online courses through APEX Learning. This provides students an additional method to recover credits. Students may also earn credits through work experience and community service programs. RSHS works in collaboration with Rio Hondo College, a local community college. Rio Hondo representatives conduct lunchtime workshops that provide students with post-graduation information and resources. Rio Hondo also offers courses on campus which students can enroll in and earn high school and college credit concurrently. RSHS has a student government class which sponsors many on-campus activities to create a sense of community. The school also participates in Character Counts, Olweus Bully Prevention, Safe Dates. RSHS also has a Positive Behavior Interventions and Supports (PBIS) team whose goal is provide behavior supports in order to assist students achieve social, emotional and academic success.

SCHOOL VISION

Supporting students in finding their path to success

MISSION STATEMENT:

Ruben Salazar High School strives to create a culture of learning and collaboration where students are recognized as individuals with specific needs. Students are empowered to learn and encouraged to take academic risks while becoming life-long learners. Ruben Salazar High School is also dedicated to providing students with a rigorous and relevant standards-based curriculum that fosters each students' unique talents and strengths. Teachers and staff at Ruben Salazar High School motivate students to be independent thinkers who can problem solve. In partnership with the community, Ruben Salazar High School is committed to supporting each student's path to becoming a productive and technologically literate citizens in the community.

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 10	1
Grade 11	55
Grade 12	133
Total Enrollment	189

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0
Filipino	0
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0
Socioeconomically Disadvantaged	72
English Learners	11.1
Students with Disabilities	14.3
Foster Youth	5.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Ruben Salazar High	15-16	16-17	17-18
With Full Credential	9	10	9
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	348
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Ruben Salazar High	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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.

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

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in english, math, social studies, science, and English language development (ELD). At Salazar High School, recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts, Holt, Rinehart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Integrated Math Common Core, Pearson 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Exploring Earth Science, Prentice Hall, 2006 Biology, Prentice Hall, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History, McDougal Littell, 2007 The Americans, US History, McDougal Littell, 2007 Economics Principles in Action, Prentice Hall, 2007 American Government, Prentice Hall, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Spanish: Descubre, Vista Publishing 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health, Holt, Rinehart, & Winston, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Meet the Master Art Program, 2017 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 Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ruben Salazar is located at 9115 Balfour St. (the old Meller Elementary site). Ruben Salazar High School's current campus was established in 1955 and consists of 18 classrooms, one main office, and a school cafeteria. The campus has volleyball and basketball courts. There are softball, football, and soccer fields available as well. The condition and cleanliness of Ruben Salazar High School's campus is good. The classrooms are in good condition, and two custodians keep the restrooms and office area clean and presentable. Custodial hours are from 7:00 a.m. to 11:00 p.m. Monday through Friday.

As today's world is expanding technologically, a significant amount of time and financial resources are needed for continued argumentation of technological resources. In addition, room 25 became the new science lab in August 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/30/17				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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	17	12	40	40	48	48
Math	2	2	25	26	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.

**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	85	84	98.82	11.9
Male	54	53	98.15	11.32
Female	31	31	100	12.9
Hispanic or Latino	83	82	98.8	12.2
White	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	11.11
English Learners	15	14	93.33	0
Students with Disabilities	--	--	--	--
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	85	84	98.82	2.38
Male	54	53	98.15	1.89
Female	31	31	100	3.23
Hispanic or Latino	83	82	98.8	2.44
White	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	1.59
English Learners	15	14	93.33	0
Students with Disabilities	--	--	--	--
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)

We encourage parents to be knowledgeable about, and participate in, their student's educational program. Ruben Salazar values parent and community involvement. Beginning on the first day students enroll, a parent-student orientation is required. Together, we coordinate a plan of academic success. Parents are welcome to visit the school at any time, as well as at our Back To School Night, Parent Conferences, and Awards assemblies.

Parent and community representatives are active on our School Site Council (SSC). They meet with the principal and certificated employees to determine program needs and expenditures for the school improvement plan. The English Learner's Advisory Council (ELAC) meetings are comprised of EL parents, teachers, and administrators. ELAC meets to assure the needs of the English Learner (EL) students and their families are being addressed. This committee partners with the SSC to direct the programs at Salazar and serves as an advocate for EL students and families.

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

Ruben Salazar maintains a comprehensive school safety plan. The safety plan is reviewed annually and was last updated in August 2017. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. Each classroom has an emergency plan and kit. These are good for fire, earthquake and other natural disasters. The entire school participates in the yearly Earthquake Disaster Drill. All employees and students practice other emergency drills throughout the school year.

Ruben Salazar High School with the support of PBIS provides a school safety vision that ensures staff and students the safest and least disruptive learning environment. This vision is supported by the following key components:

- * A positive, caring relationship between staff and students
- * A secure physical environment
- * Strong leadership and academic instruction supported by consistent adherence to policies and discipline procedures
- * Recognition of student individuality through support and validation of student effort and success.

School safety is maintained by using the front office entrance and the gate west of the office. All guests and visitors to the campus must check-in with the office staff first, and be allowed onto the campus by a staff member, allowing them access through the gate. To maintain a safe atmosphere, two school security officers have been hired to maintain safety.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.9	3.8	4.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.0	2.3	2.4
Expulsions Rate	0.0	0.1	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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.5
Nurse	0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	200

* 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	15	11	19	13	27	12	2	1	4			
Mathematics	14	16	16	8	9	9	1	2	2			
Science	16	21	24	4	2	2	1	4	4			
Social Science	19	21	21	6	3	3	4	7	7			

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

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Curriculum Councils

We dedicate three full days and approximately 40 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

* The primary area of focus for staff development is Math and English with an emphasis on credit completion.

* Methods by which professional development is delivered are on Wednesdays modified days, SIP days, and District designated days .

* Staff members who participate in the off site professional development use their knowledge and information gained to share with colleagues in on site staff meetings as well as in-class coaching if needed.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,132	\$46,511
Mid-Range Teacher Salary	\$69,928	\$73,293
Highest Teacher Salary	\$88,949	\$92,082
Average Principal Salary (ES)	\$115,031	\$113,263
Average Principal Salary (MS)	\$115,720	\$120,172
Average Principal Salary (HS)	\$129,126	\$131,203
Superintendent Salary	\$233,000	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

The following programs and services are available at Salazar HS to support and assist students:

- After School Tutoring (APEX)
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Rio Hondo classes
- ROP classes
- Turn It In writing program
- ERWC (Expository Reading Writing Course)
- Technology

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ruben Salazar High	2013-14	2014-15	2015-16
Dropout Rate	18.9	16.1	18.9
Graduation Rate	72.07	63.39	69.81
El Rancho Unified School District	2013-14	2014-15	2015-16
Dropout Rate	6.7	6.7	7.6
Graduation Rate	90.16	87.81	89.09
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	180
% of pupils completing a CTE program and earning a high school diploma	90%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,327.12	\$0.85	\$8,326.26	\$72,932.33
District	♦	♦	\$7,942.34	\$76,336
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			4.8	-4.5
Percent Difference: School Site/ State			26.7	-2.1

* Cells with ♦ do not require data.

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	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	1.02

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	80.99	87.3	87.11
Black or African American	0	75	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	0	75	93.76
Hispanic or Latino	81.2	87.52	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	66.67	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	71.91	88.22	85.45
English Learners	57.14	50.88	55.44
Students with Disabilities	73.33	53.49	63.9
Foster Youth	50	81.82	68.19

Career Technical Education Programs

The following classes and programs offered at Ruben Salazar High School are focused specifically preparing students for college and careers.

1. Keyboarding and Computer Application:

This course is designed to help students become more familiar with the creative writing process. Throughout the trimester, students will be introduced to specific conventions and strategies for improvement of their writing skills. They will also have the opportunity to practice with different approaches to story telling in order to discover new ways in which their personal writing and speaking styles can be expressed. This class can easily transition to the Communications and Languages department at a community college. The Communications and Languages seeks to provide students with quality instruction in basic skills, critical thinking, and language, both written and oral.

2. Digital Imaging:

This course focuses on California High School Arts content Standards - Visual Arts. Not only are students meeting the requirements for visual arts but can transfer concepts learned in class to college or vocational settings. Artistic Perceptions: Students are involved in the processing, analyzing, and responding to sensory information through the use of the language and skills unique to visual arts. Creative Expression: As students are creating and participating in the arts disciplines, they apply processes and skills in composing, arranging and performing a work and use a variety of means to communicate meaning and intent in their own original works. Students gain an understanding of the historical contributions and cultural dimensions of arts discipline. They also assess and derive meaning from the work of a discipline and original works based on the elements and principles of art, aesthetic qualities and human responses.

3. Rio Hondo College (Administration of Justice, Career and Life Planning, History of Rock and Roll):

The Administration of Justice Department is part of the College's Public Safety Division, one of the state's largest fully comprehensive public safety training programs. The division provides educational and training programs in various state certified programs through its Regional Training Centers for Law Enforcement, Fire Technology and homeland security. The academic programs provide certificate programs, associate of science degrees and transfer degrees. The Administration of Justice program prepare students with the basic knowledge to know about the various law enforcement and correctional career fields. The Career Exploration and Life Planning course will examine student, career and self development theories to assist with successful job search and workplace behaviors.

4. Food and Hospitality

Students choosing a program of study that can lead to a career in the Hospitality Industry. The curriculum covers the areas of safety and sanitation principles, small wares, culinary nutrition, recipes, cooking techniques, baking and pastry. Students are required to keep a recipe file of foods prepared in class, participate in a sanitation test, restaurant review, portfolio, food experience, and famous Chef Project.

5. Vocational Exploration

For students seeking assistance in the process of vocational choice and career planning. Topics for study and discussion include theories of vocational choice, the role of self-concept in career choice and development, and the sources of occupational information. Vocational interest and personality inventories are administered and interpreted.

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.