

2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Whittier Elementary School
Street	400 W. Whittier Ave.
City, State, Zip	Hemet, CA 92543
Phone Number	(951) 765-1650
Principal	Jeff Keeney
E-mail Address	jkeeney@hemetUSD.org
School Website	http://whittier.hemetUSD.org/
CDS Code	33-67082-6032148
School Logo	<div style="text-align: center;"><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Hemet Unified School District
Street	1791 West Acacia Ave.
City, State, Zip	Hemet, CA 92545-3632
Phone Number	(951) 765-5100
Superintendent	Ms. Christi Barrett
Web Site	www.hemetusd.org
E-mail Address	cbarrett@hemetusd.org
District Logo	 Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Ms. Stacey Bailey
Member 2	Mr. Rob Davis
Member 3	Mrs. Megan Haley
Member 4	Mr. Gene Hikel
Member 5	Mr. Vic Scavarda
Member 6	Mr. Patrick Searl
Member 7	Mr. Ross Valenzuela
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Ms. Christi Barrett
Administrator 1	
Administrator 2	Mr. Darel Hansen Assistant Superintendent Human Resources
Administrator 3	Mr. Vince Christakos Assistant Superintendent Business Services
Administrator 4	Mrs. Tracy Chambers Assistant Superintendent Educational Services
Administrator 5	Dr. Karen Valdes Assistant Superintendent Student Services
Administrator 6	
Administrator 7	
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Mission Statement

Whittier Elementary School's purpose is to help all students learn academically and socially—to ensure that in every grade all students acquire the knowledge, skills, and dispositions deemed essential to their success.

Vision Statement

In order to fulfill the fundamental purpose of helping all our students learn at high levels, we are dedicated to creating a school in which...

*Every teacher, parent, and student is clear on the academic and social learning expectations.

*We will know when students have met learning expectations by utilizing common assessments. When students have not met learning expectations, the school will have a collaborative form of successful intervention in place.

*There is a climate of high expectations for student success, and staff members communicate their high expectations to students, parents, and one another.

*A collaborative culture ensures staff members work together interdependently to better meet the needs of their students and to analyze and improve their professional practice.

*All children are validated and valued as a person, encouraged, inspired and given every opportunity to reach their potential in a safe and nurturing environment.

*All students are actively engaged in learning.

*Excitement permeates our campus!

Principal's Message

Whittier Elementary School is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a life-long passion for learning. Students, staff, parents, and the Whittier community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core areas as well as citizenship and character development.

School Profile

Whittier Elementary is located in sunny Hemet, California. One might imagine our mascot, the wildcat, roaming the San Jasinto valley and Santa Rosa hillsides. The wildcat's clowder approach is symbolic of that formed by teachers, staff, and parents that surround each student here at Whittier. Though successful on their own, wildcats are even stronger and more powerful when working as a group. Like all wildcats, they travel the wide open valleys, mountains and plains of the world bound by few limits. Wildcats can travel the open

topography of their choosing and make their home at any corner of the earth. This mobility is exactly the kind of power teachers at Whittier Elementary wish to give their students. Whittier students hail from many parts of the globe. The teachers' task is to impart essential skills to empower the children and keep all options and pathways open. The objective is to put the world within the children's reach. Our school opened in 1964 and presently serves 815 students in grades TK-5. Pounce on by and observe our "Wildcat" pride!

Opportunities for Parental Involvement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parent involvement opportunities are available to all parents and it is very important to Whittier to build and maintain partnerships with our parents. These offerings are available in both English and Spanish. Parent involvement opportunities include:

Parent Liaison (Translation services, outreach, home/school communication, parent training & public relations)

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

Back to School Night (8/30/18)

Parent/Teacher Conferences (Oct. & Jan.)

Raising a Reader Program (TK/K)

Parent Workshops via Loving Solutions

Parent Teacher Organization (PTO)

Read Across America (2/25/19-3/1/19)

WETV (Whittier Elementary TV)

Meet the Teacher Day (8/10/18)

Local Control Accountability Plan (LCAP) meetings

District English Learner Advisory Committee (DELAC)

Loving Solutions (Parent Training Classes)

The site addresses all areas of parent involvement through the PTO, ELAC, School Site Council meetings, Single Plan For Student Achievement, and classroom volunteers. If you would like to volunteer or participate, please contact Laura Salinas at 951-765-1650 or go to the school Website at <https://whittier.hemetusd.org/>

School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law

enforcement and other school site councils in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Site Safety Plan include the following:

- (1) Assessment of the current status of school crime committed on school campuses and at school-related functions.
- (2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
 - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
 - (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
 - (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
 - (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
 - (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
 - (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
 - (H) A safe and orderly environment conducive to learning at the school.
 - (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
 - (J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
 - (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
 - (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
 - (M) The comprehensive school safety plan, written and updated by the School Site Council or School Safety Planning Committee on (11/28/17) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/23/17).

School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/24/2018

This section should be kept to 1-2 paragraphs.

Whittier Elementary School provides a safe and clean environment for learning. The school, built in 1966 on 10.87 acres, currently has 21 permanent rooms and 25 portable classrooms, an office complex, multipurpose room with kitchen, library, computer room, teacher workroom and lounge, three playground areas, and an outdoor eating area. The campus is fenced and gated.

The administrative staff consists of 1 principal and 1 assistant principal. Certificated staff consists of 36 regular classroom teachers, 1 speech therapist, 4 special education teachers, and 3 physical education teachers. One library technician maintains the library. Twenty five classified staff provide services to students and staff in the office, classrooms, and on the playgrounds.

Our site was inspected as required by the Williams Legislation for the 2017-18 academic school year and received a exemplary rating.

School Facility Good Repair Status (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			2: Low Water pressure
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1: Door is hard to lock

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	48	42	43	1098
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	1	0	40
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	118

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2017-18)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	0.5	♦
Social Worker	0	♦
Nurse	0.25	♦
Speech/Language/Hearing Specialist	1.5	♦
Resource Specialist (non-teaching)	0	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 4, 2018

This section should be kept to 1-2 paragraphs.

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or

60605.8.” This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/4/18 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Open Court Reading - SRA/McGraw Hill May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 Compass Learning - Odyssey June 2011		0%
Mathematics	Eureka Math - Great Minds June 2017 MIND ST Math Program - MIND Research Institute October 2011 Compass Learning - Odyssey June 2011		0%
Science	Harcourt Science California Edition - Harcourt Brace March 2001		0%
History-Social Science	History-Social Science for California - Pearson, Scott-Foresman June 2007		0%
Foreign Language			0%
Health	Harcourt Health & Fitness - Harcourt, Inc. July 2005		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	N/A

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	6,548	1,058	5,490	77,426
District	♦	♦	6,311	\$80,837
Percent Difference: School Site and District	♦	♦	-13.9	-4.3
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site and State	♦	♦	-25.9	-4.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 183 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

OTHER PROGRAMS

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- As a Title I school, Whittier Elementary School allocates additional funding to enhance students' academic achievement. In 2017-18, Whittier was able to fund the following programs and services:
- Supplemental Education Services (SES) – a free tutoring program offered through the school year for students eligible for free/reduced lunch as per
- Supplemental materials/software dedicated to tracking student achievement.
- Increased professional development for teachers, staff and administrators.
- Intervention and tutoring for low -achieving students in core academic areas.
- Increased access to technology (1:1 Google Chromebooks)
- Advancing Via Individual Determination (AVID), promoting college and career readiness skills.
- Positive Behavioral Interventions and Supports (PBIS), positive behavior management program.
- Outdoor Education program, supporting 5th grade overnight field trip.
- Classroom Aide to support math instruction within classrooms and our reading intervention program that provides services to students not making progress toward grade level expectations.
- Educational software licenses to supplement the language arts and math core curriculum.
- Parent Involvement activities (includes: site events, parent workshops, parent meetings, and conferences to promote home/school communication and encourage parent involvement).
- Professional development opportunities (Guided Reading, PBIS, STEAM, and AVID workshops) for teachers and administration will provide all staff with ongoing training to build capacity and improve professional practice to better meet the needs of the student.

LCAP Supplemental Initiatives -- \$386,843

Site Supplemental -- \$68,262

LCAP AVID -- \$6,994

Site Lottery -- \$19,492

Title I -- \$108,773

ASES After Schl Prgms -- \$49,281

Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided by the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services Department, including Teachers On Special Assignment (TOSA), provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	