Strathmore High School

22568 Avenue 196 • Strathmore, CA 93267 • (559) 568-1731 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

PUSD

Porterville Unified School District
600 West Grand Ave.
Porterville, CA 93257
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District Governing Board

Hayley Buettner

Pete Lara, Jr.

Pat Contreras

Sharon Gill

David DePaoli

Felipe Martinez

Lillian Durbin

District Administration

John Snavely, Ed.D.
Superintendent

Ken Gibbs, Ed.D.
Assistant Superintendent
Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent
Instructional Services

Nate Nelson, Ed.D.
Assistant Superintendent
Human Resources

School Description
Principal's Message
The 2014-2015 school year is one of change and continued improvement for Strathmore High School. In addition, we were given a fulltime Common Core coach to help with the implementation of the new Common Core curriculum and instructional shifts. We are looking forward to the completion of our new $3 milion swimming pool which will be used by boys and girls water polo and swim teams. Our students are enjoying an educational experience in and out of the classroom here at SHS. We now have four cohorts in our Emerging Agricultrual Technologies Pathway. We have 43 students in our freshman cohort, 55 students in our sophmore cohort, 30 students in our junior cohort and 22 students in our first senior cohort.

School Mission Statement
The mission of Strathmore High School is to provide students a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society

Community & School Profile
Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Strathmore High School serves students in grades nine through twelve on a traditional calendar schedule. We are implementing the Common Core Curriculum and we offer the Emerging Agriculture Technologies Pathway which emphasizes college and career preparation in the field of Agriculture.

During the 2014-2015 school year, Approximately 300 students are enrolled at Strathmore High School.

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 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 at (559) 568-1731 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	73
Grade 10	81
Grade 11	74
Grade 12	66
Total Enrollment	294

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Hispanic or Latino	85
White	14.6
Socioeconomically Disadvantaged	90.5
English Learners	21.1
Students with Disabilities	7.8
Foster Youth	1

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			
Strathmore High School	13-14	14-15	15-16
With Full Credential	18	18	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Porterville Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Strathmore High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	98.7	1.3
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 CPM Educational Adopted 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	**Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall our campus is clean and safe. We have recently added 4 dry wells to help with drainage after rain in the middle of campus. In the Fall of of 2014 an on campus swimming pool was completed. This pool will accommodate our boys and girls water polo and swim teams as well as PE classes.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/14/2015				
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		some water stained ceiling tiles, molding for data cable needed, cracked floor tile, and peeling paint.
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], Science California Standards Tests); 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

	2014-15 Percent of Students Meeting Fitness Standards		
Grade Level	4 of 6	5 of 6	6 of 6
9	14.40	24.70	27.40

* 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.

2014-15 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	30	29	44
Math	17	19	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	21	25	24	43	42	37	59	60	56

* Results are for 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.

2014-15 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	37
All Student at the School	24
Male	28
Female	20
Hispanic or Latino	25
White	18
Socioeconomically Disadvantaged	--
English Learners	18
Students with Disabilities	22
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	70	69	98.6	28	42	22	9
Male	11	70	37	52.9	38	41	19	3
Female	11	70	32	45.7	16	44	25	16
Hispanic or Latino	11	70	58	82.9	29	43	21	7
White	11	70	11	15.7	18	36	27	18
Socioeconomically Disadvantaged	11	70	59	84.3	27	42	22	8
English Learners	11	70	7	10.0	--	--	--	--
Students with Disabilities	11	70	5	7.1	--	--	--	--
Students Receiving Migrant Education Services	11	70	15	21.4	27	53	13	7
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
		Number of Students		Percent of Students				
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	70	69	98.6	52	30	14	3
Male	11	70	37	52.9	62	27	11	0
Female	11	70	32	45.7	41	34	19	6
Hispanic or Latino	11	70	58	82.9	57	28	12	3
White	11	70	11	15.7	27	45	27	0
Socioeconomically Disadvantaged	11	70	59	84.3	56	29	12	3
English Learners	11	70	7	10.0	--	--	--	--
Students with Disabilities	11	70	5	7.1	--	--	--	--
Students Receiving Migrant Education Services	11	70	15	21.4	67	13	13	7
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents and the community are very supportive of the educational programs at Strathmore High School. Parent Booster Clubs play an active role in the community and at each school site through fundraising and special activities. Parents are also encouraged to take part in the School Site Council English Learner Advisory Committee, and the FFA Parent Council. The EAT Pathway Advisory Board is also very active.

The District utilizes Blackboard Connect and ABI software in order to more efficiently communicate with parents and the community. Through a series of recorded messages, available in any language, school staff can now notify individuals or large groups of upcoming school events, attendance/ truancy issues, and emergencies. ABI is an online system that allows parents to check on the progress and completion of their child's homework assignments. In addition, we have launched a school App and updated our school website which allows students and parents use their smart phones and/or computer to obtain information pertaining to school events, grades, sport schedules, and a plethora of other informative items.

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 568-1731. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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
The safety of students and staff is a primary concern of Strathmore High School. Teachers, administrators, and campus security officers supervise students on campus before and after school, during passing time, and throughout the lunch break. All visitors must sign in at the front desk and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. Strathmore High School had been an open campus until January of 2014. A fence was erected around the campus to help provide safety for the students and staff. Students are no longer allowed to leave campus during lunch and all visitors must enter the office before being cleared to enter campus.

The School Site Safety Plan was most recently revised in Fall 2014 by school administration. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held twice a year, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.68	5.93	3.24
Expulsions Rate	0.00	1.01	0.44
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	17	17	15	15	15	16	4	7	4	3		
Math	20	18	20	10	11	8	3	5	6	2	1	
Science	21	23	22	4	5	2	5	6	6	1		
SS	26	24	25	4	3	3	6	7	6	2	2	2

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	140

* 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.

Professional Development provided for Teachers

The primary focus for professional development this year and for at least the next few years is in the implementation of Common Core. Secondary focuses of our professional development will be in the areas of utilizing technology in the classroom, strategies for increasing student engagement, strategies for checking for student understanding , English Language Development, and strategies for incorporating the appropriate rigor for each lesson.

PUSD has allotted one Common Core coach and one part time Math Coach to each campus. The coaches attend trainings and then in turn trains our staff on the strategies they have learned. Our district implemented one Wednesday each month for 7 months as a minimum day. These designated minimum days allow for a 2 hour period devoted strictly to Common Core training for our staff. Release time for teachers is 3:50 p.m. except for Mondays when their release time is 4:20. The extra time on Mondays is used for additional professional development for the whole staff and/or departments. Our teachers are also given the opportunity to attend professional development sessions from outside entities, such as; Tulare County Office of Education, West Ed etc.

All first year teachers enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) for the first two years of their employment as a teacher.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,697	$835	$9,861	$67,805
District	♦	♦	$6,336	$71,239
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			55.6	-3.6
Percent Difference: School Site/ State			110.3	-2.2

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

Title VII- Indian, Native Hawaiian, and Alaska Native Education

2014-15 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	59	22	20	56	34	11
All Students at the School	75	14	11	67	29	4
Male	79	10	10	67	28	5
Female	70	18	13	68	30	3
Hispanic or Latino	75	15	10	72	25	3

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
White	73	9	18	36	55	9
Socioeconomically Disadvantaged	79	14	7	71	27	1
English Learners	100			94	6	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Strathmore High School	2012-13	2013-14	2014-15
English-Language Arts	22	29	25
Mathematics	19	43	33
Porterville Unified School District	2012-13	2013-14	2014-15
English-Language Arts	43	42	41
Mathematics	49	49	44
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Strathmore High School	2011-12	2012-13	2013-14
Dropout Rate	23.50	14.30	4.90
Graduation Rate	75.00	84.42	93.83
Porterville Unified School District	2011-12	2012-13	2013-14
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	145
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	100	87.9	84.6
Black or African American		40	76
American Indian or Alaska Native		72.41	78.07
Asian		95	92.62
Filipino		95.24	96.49
Hispanic or Latino	100	86.74	81.28
Native Hawaiian/Pacific Islander		60	83.58
White	100	92.28	89.93
Two or More Races		92.86	82.8
Socioeconomically Disadvantaged	116.67	88.71	61.28
English Learners	90	57.58	50.76
Students with Disabilities	98.44	85.12	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	64.69
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	36.84

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	3	2.3

* Where there are student course enrollments.

Career Technical Education Programs

Strathmore High School has developed the Emerging Agricultural Technologies Pathway(EAT). Our students have the opportunity to apply what they are learning in a project-based, "real world application" instructional program with special emphasis on the use of agricultural technologies. By combining demanding career technical training with rigorous academic standards-based teaching, students will graduate college and career ready with a greater advantage of post-secondary learning options, whether college, technical, or workplace. EAT immerses student-learning with agricultural opportunities that connects college standard curriculum with agricultural science, technology and veterinary medicine. EAT pathway courses use project-based learning as an instructional model to deliver an integrated curriculum.   The project based curriculum is delivered across the different academic disciplines from English, Social Science, Science and Mathematics. Our pathway also supports career preparation and exploration by requiring all student to complete a resume, mock interviews, and internships. In addition, students are exposed to agricultural related industry professionals through guest speakers and field trips.

These courses are evaluated by pathway completion requirements, A-G completion, and graduation rate.

The District CTE advisory committee is comprised of 10 different pathways, which represent the following industries: Agricultural, Health, Business, Law, Information technology, Engineering, Performing Arts, Hospitality, Environmental Science and Renewable Energy, Manufacturing Construction.

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, the county, and the state. 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.