



Strathmore High School

22568 Avenue 196 • Strathmore, CA 93267 • (559) 568-1731 • Grades 9-12

John Buckley, Principal

jbucks@portervilleschools.org

<http://strathmore.portervilleschools.org/>

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



Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
portervilleschools.org

District Governing Board

Hayley Buettner
David DePaoli
Lilian Durbin
Sharon Gill
Pete Lara, Jr.
Felipe Martinez
Tomas Velasquez

District Administration

Ken Gibbs, Ed.D.
Superintendent

Nate Nelson, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Nate Andrew Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

School Description

Principal's Message

Welcome to Strathmore High School, home of the Spartans!

Strathmore High School is an exemplary school with deep roots dating back to 1920. We are a small school, up to 400 students, but we offer everything and more a big high school does. Our school is safe, personable and we set high expectations for everyone. Strathmore High School is home to the Emerging Agricultural Technology (EAT) Pathway, an academy which provides students with a head start in pursuing higher education and career in the agriculture industry. We have partnered with Porterville College to implement the Early College Model into our academy. This enables our students to earn college credit during the regular school day and earn up to 26 transferable credits upon high school graduation – all at no charge.

We are currently in the process of developing the Strathmore Technical Agriculture Research Center (The S.T.A.R. Center) a state-of-the-art outdoor learning laboratory on 20 acres of land located on campus. This research center will have Crops, Green Houses, Hydroponics Growing Lab, Aquaponics System, Science Labs, Animal Barns, Farmers Market, and much more. The rigorous curriculum coupled with hands-on learning, and work based learning opportunities will provide a great spring board into the future for your child; no matter what path they decide to take upon high school graduation.

In addition to our vigorous college and career-ready academic program, we offer a wide selection of elective courses such as: welding, ceramics, digital art, choir, band, photography, and floral design. We also have a comprehensive after-school sports program which has had multiple championship teams. Strathmore High School provides a small high school setting, but we offer a variety of excellent opportunities for students to be college and career ready. We invite you to visit us anytime so we can show you what Strathmore High School has to offer. Hope to see you soon!!

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 we offer the Emerging Agricultural Technologies Pathway which emphasizes college and career preparation in the field of Agriculture.

During the 2015-16 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	80
Grade 10	80
Grade 11	68
Grade 12	69
Total Enrollment	297

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.7
Filipino	0
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.7
White	10.4
Two or More Races	0
Socioeconomically Disadvantaged	89.6
English Learners	31.3
Students with Disabilities	8.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Strathmore High School	15-16	16-17	17-18
With Full Credential	21	15	15
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	1	1	1
Porterville Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Strathmore High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

* "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)

Porterville Unified School District held a Public Hearing on August 24,2017 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 2017, regarding textbooks in use during the 2017-2018school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
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 2017

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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Strathmore High School is clean, safe and able to meet the learning needs of the students. The STAR Center, located just west of the campus, is continually being developed. Two new greenhouses, crop box, chicken coup and farm store have been constructed to provide EAT Pathway students with state-of-art facilities. Irrigation and electrical service have been added and a parking area is being completed adjacent to the farm store. During the most recent Williams Act visit the school received "No deficiencies."

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] 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	26	31	37	39	48	48
Math	6	13	21	23	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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	72	71	98.6	21.1
Male	33	33	100.0	12.1
Female	39	38	97.4	29.0
Hispanic or Latino	62	61	98.4	18.0
Socioeconomically Disadvantaged	59	58	98.3	24.1
English Learners	19	19	100.0	5.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	24	21	37	40	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.4	22.6	26.4

* 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	69	67	97.1	31.34
Male	30	30	100	20
Female	39	37	94.87	40.54
Hispanic or Latino	60	58	96.67	25.86
White	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.67	29.31
English Learners	18	18	100	0
Students with Disabilities	11	11	100	0
Students Receiving Migrant Education Services	--	--	--	--

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	69	67	97.1	13.43
Male	30	30	100	3.33
Female	39	37	94.87	21.62
Hispanic or Latino	60	58	96.67	13.79
White	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.67	13.79
English Learners	18	18	100	0
Students with Disabilities	11	11	100	0
Students Receiving Migrant Education Services	--	--	--	--

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)

Parents and the community are very supportive of the educational programs at Strathmore High School. Parent booster clubs play an active role on campus through fundraising and special activities. Parents are also encouraged to take part in the School Site Council, English Learner Advisory Committee, and FFA Parent Council. Each year, parents are encouraged to participate in an 9 week Parent Institute for Quality Education (PIQE) program to learn how to get involved in programs at the school and support their student.

Blackboard Connect and ABI software are utilized to efficiently communicate with parents and the community. Through a series of recorded messages, available in any language, school staff can notify individuals or large groups about upcoming school events, attendance/ truancy issues, and emergencies. The online system ABI allows parents to check on grades and completion of their child's homework assignments. The school website provides students and parents information pertaining to school events, grades, sport schedules, and other informative items. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members. In addition, the school posts regular notifications on Facebook and Twitter to keep parents, students and the community informed of school activities.

Parents wishing to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (559) 568-1731.

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

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 is fenced around the perimeter of campus with limited entry and exit points. Students are not 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	2014-15	2015-16	2016-17
Suspensions Rate	6.98	9.75	10.48
Expulsions Rate	0.95	0	0.57
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 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

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)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	375

* 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	15	17	16	16	12	4	4	7			
Mathematics	20	20	20	8	8	7	6	6	6			
Science	22	22	24	2	2	3	6	6	2			
Social Science	25	25	26	3	3		6	6	10	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.

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Strathmore High School	2013-14	2014-15	2015-16
Dropout Rate	4.9	7.8	0
Graduation Rate	93.83	90.63	100
Porterville Unified School District	2013-14	2014-15	2015-16
Dropout Rate	13.9	10.8	9.9
Graduation Rate	84.29	86.99	86.74
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	161
% 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	7%

FY 2015-16 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	\$76,860
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			55.6	-3.6
Percent Difference: School Site/ State			110.3	-2.2

* 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	77.69
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	25.42

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	1	2.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	90.77	87.65	87.11
Black or African American	0	83.33	79.19
American Indian or Alaska Native	0	90.91	80.17
Asian	0	100	94.42
Filipino	0	95.24	93.76
Hispanic or Latino	90.57	88.27	84.58
Native Hawaiian/Pacific Islander	0	60	86.57
White	91.67	83.86	90.99
Two or More Races	0	92.86	90.59
Socioeconomically Disadvantaged	83.33	80.28	63.9
English Learners	100	68.71	55.44
Students with Disabilities	87.27	86.92	85.45
Foster Youth	100	100	68.19

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 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.