



# Strathmore High School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Porterville Unified School District

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#### District Governing Board

Jim Carson  
Lillian Durbin  
Juan Figueroa, Jr.  
Sharon Gill  
Pete Lara, Jr.  
Felipe Martinez  
Tomas Velasquez

#### District Administration

Nate Nelson, Ed.D.  
**Superintendent**  
Brad Rohrbach, Ed.D.  
**Assistant Superintendent  
Business Services**  
Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**  
Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

### Principal's Message

Welcome to Strathmore High School, home of the Spartans!

Strathmore High School is located in the town of Strathmore, just outside of the city of Porterville. The high school opted to unify with the neighboring Porterville Unified School District in 2003 for the benefit of the students and community. Strathmore High School serves students in grades nine through twelve on a traditional calendar schedule. The Spartans will celebrate 100 years of academic excellence during the 2019-2020 school year. The school receives unrelenting support from parents and members of the community for school academics, events, programs, and athletics. Strathmore teachers and support staff are highly qualified and dedicated to supporting all students learning at high levels.

At Strathmore High School we strive to bring large school options in a small school setting. As a campus of just under 400 students, teachers and staff are able to get to know students on an individual basis and support their needs. We believe in opening the doors for our students to have many post high school college and career options. It is our mission to shape critical thinkers who can apply their knowledge to the real world as a lifelong learner. We encourage our students to take advantage of our programs including our agricultural pathway Emerging Agricultural Technology (EAT), Advancement Via Individual Determination (AVID), visual and performing arts, and sports.

We are honored to serve your student and family and continue the rich tradition of being a Strathmore Spartan. We urge all families to be involved in academics, athletics, clubs, competitions, and leadership. When the school, family, and student work together as a team, we can create a support system to ensure student success.

### School Mission Statement

Strathmore students will be critical thinkers who can apply knowledge to the real world, and as a result, are self-sufficient, lifelong learners who are engaged in the community and world around them.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	121
Grade 10	100
Grade 11	86
Grade 12	68
<b>Total Enrollment</b>	<b>375</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0.0
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.8
White	11.5
Socioeconomically Disadvantaged	85.9
English Learners	31.2
Students with Disabilities	8.0
Foster Youth	0.0

## 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	16-17	17-18	18-19
With Full Credential	15	15	20
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	0
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Strathmore High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	1

\* Note: "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 2018-19)**

Porterville Unified School District held a Public Hearing on September 13, 2018 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000  Globe Book Company Adopted 1999  MacMillan/McGraw Hill Adopted 1999  McDougal Littell Adopted 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2001  CPM Educational Adopted 1999  McDougal Littell Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009  Thomson Learning Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Glencoe Adopted 1999  McDougal Littell Adopted 2006  McGraw-Hill Adopted 1999  Prentice Hall Adopted 1999  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: August 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	31.0	40.0	39.0	44.0	48.0	50.0
Math	13.0	22.0	23.0	27.0	37.0	38.0

Note: 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.

Note: ELA and 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.

School Year 2017-18 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	82	82	100.00	40.24
Male	49	49	100.00	36.73
Female	33	33	100.00	45.45
Asian	--	--	--	--
Hispanic or Latino	74	74	100.00	36.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	36.11
English Learners	35	35	100.00	14.29
Students with Disabilities	--	--	--	--
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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.8	20.4	19.6

\* 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.

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 2017-18 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	82	81	98.78	22.22
Male	49	48	97.96	22.92
Female	33	33	100	21.21
Asian	--	--	--	--
Hispanic or Latino	74	73	98.65	19.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	22.54
English Learners	35	35	100	2.86
Students with Disabilities	--	--	--	--
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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 eight week Parent Institute for Quality Education (PIQE) program to learn how to get involved in programs at the school and support their student. In the spring, Porterville College also offers parenting and language classes on the SHS campus for parents and members of the community.

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](http://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. SHS also has an app for mobile devices that parents and students can download to get access to school activities, sports, bell schedules, contact information, and more.

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 personnel 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. Tulare County Sheriff's Department and Tulare County Probation Department also visit the campus on a weekly basis to support student safety.

The School Site Safety Plan was most recently reviewed in Fall 2018 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 each year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.8	10.5	5.7
Expulsions Rate	0.0	0.6	1.7
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	403

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	17.0	18.0	24.0	12	13	7	7	7	11			1
Mathematics	20.0	21.0	26.0	7	7	4	6	7	5			5
Science	24.0	20.0	25.0	3	4	2	2	7	5			2
Social Science	26.0	27.0	30.0		3	1	10	8	7		1	3

\* 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 for the past few years has been 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. Teachers within the Emerging Agricultural Technology (EAT) pathway have been working on using professional development time to create integrated projects that support connecting learning to real-world application.

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 Teacher Induction Program (TIP) for the first two years of their employment as a teacher.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 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	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			55.6	-3.6
Percent Difference: School Site/ State			110.3	-2.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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 VI- Indian, Native Hawaiian, and Alaska Native Education



Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Strathmore High School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	7.8	0.0	1.5
Graduation Rate	90.6	100.0	98.5
<b>Porterville Unified School District</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
<b>California</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	187
% 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	86%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	77.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	26.5

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	1	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	1	2.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	98.6	89.2	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	0.0	80.5	82.8
Asian	0.0	91.7	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	89.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	77.8	86.8	92.1
Two or More Races	0.0	87.5	91.2
Socioeconomically Disadvantaged	96.7	88.0	88.6
English Learners	80.0	63.8	56.7
Students with Disabilities	80.0	77.9	67.1
Foster Youth	0.0	100.0	74.1

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

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.

The SHS AVID program also prepares students for post secondary options with a strong A-G requirement of courses and the use of WICOR strategies within the AVID elective and other core classes. AVID students are expected to take notes in each class, maintain an organized binder, participate in tutorials each week, and maintain passing grades in all classes. Students are exposed to college visits, attend college night, and are supported with the completion of college, financial aid, and scholarship applications.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.