



# Holtville High

755 Olive Ave. • Holtville, CA 92250 • 760-356-2926 • Grades 9-12

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



### Holtville Unified

621 East 6th Street  
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#### District Governing Board

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Jared Garewal, Clerk

Matthew Hester

Ben Abatti, Jr.

Robin Cartee

David Lopez-Larios, Student  
Representative

#### District Administration

Celso Ruiz

**Superintendent**

John Paul Wells

**Assistant Superintendent/Chief  
Business Officer**

Mitchell W. Drye

**Director of Projects and  
Assessments**

Mitchell W. Drye

**Director of Technology**

Patricia Harrison

**Local Control and Accountability  
Plan Coordinator**

### School Description

Holtville High School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 40 miles north of the Arizona/California border and 20 miles northeast of Mexicali, Baja California, Mexico.

Holtville High School, established in 1909, provides a caring, environment which supports our students' academic, extra-curricular, and social needs. In 2018 Holtville High School was awarded the "Race to Submit, the Highest Number of FASFA's", and just the year before, Holtville High School received the distinction of having the highest CAASPP math scores in the Imperial Valley. Holtville High School won recognition, statewide, for having the highest graduation rate in the state of California. Holtville High School provides a one-to-one, take-home technology program to all students in grades 9 to 12, they are permitted to take their computers home or use them off-site. In November of 2018, Holtville Unified School District administered a parent survey and parents responded strongly that they feel their school is clean and well maintained. In addition, parents felt they had input, were able to communicate with staff, and were well informed. In August of this year, a Holtville Unified Administrative team performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Holtville High School was rated as "good". Holtville High School enjoys a large volunteer group of people consisting of parents, grandparents, local community members, social groups, clubs and organizations, businesses as well as the fire and police departments. Holtville High School promotes a positive and competitive environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. This has been determined by scores based on the state and national standards assessments, numerous FFA achievements, sports championships, and acceptance into colleges. Holtville High School is committed to a comprehensive system of support to assure all our students experience a positive and successful educational experience. It's liberating to see how our extended Viking community all work together to develop well-rounded young men and women who leave our institution prepared for college or the competitive working world of the 21st century. We use best practices to improve instruction and student achievement. We invite all stakeholders to share in our school's continuous improvement efforts. Holtville High School encourages all stakeholders to become part of all the factors contributing to the success of our students, by attending the sports events of our football team who made it to CIF again this year, the Cross-Country team who is the third group to make it to the State Level, Girls Soccer team and boys Basketball team who made it to the semi-finals, all of our students who were responsible for getting the highest overall math score in the Valley on the CAASPP. Fight on for Holtville!

### Mission Statement:

Holtville High School provides a standards-based curriculum that includes a system of support that ensures that all students will increase their academic achievement.

### Vision Statement:

- Holtville High School provides a learning environment in which each person has the responsibility, communication, and direction through effective leadership.
- Holtville High School will maintain a clean and safe environment conducive to academic achievement and personal growth.
- A highly qualified staff, using data-driven teaching strategies and learning techniques creates a challenging curriculum with rigorous standards and instruction, which includes the use of technology, giving students a global vision.

## 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	137
Grade 10	137
Grade 11	140
Grade 12	120
<b>Total Enrollment</b>	<b>534</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.2
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.2
White	9.6
Socioeconomically Disadvantaged	74.2
English Learners	26.8
Students with Disabilities	8.8
Foster Youth	0.2

## 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			
Holtville High	16-17	17-18	18-19
With Full Credential	23	22	20
Without Full Credential	1	6	8
Teaching Outside Subject Area of Competence	1	1	1
Holtville Unified	16-17	17-18	18-19
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

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

\* 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)**

Textbooks are checked at the end of every year and replacements are ordered as needed. All students have textbooks for their classes and teachers have all necessary instructional materials. Textbooks are ordered at the end of each year on an as needed basis. All students have the required textbooks. Teachers have the necessary instructional materials for their classes. on September 17th of 2018 the board approved resolution 2018/19-006 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson, My Perspectives 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Math Visions Project 2012 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Prentice Hall, 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Prentice Hall, 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	D C Heath & Co., 2005 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Holtville High School, originally constructed in 1909, is situated on 26 acres. The campus is comprised of 26 permanent classrooms, six portable classrooms, a cafeteria, an office building, a gymnasium, three athletic fields, a library, and three computer labs. Beginning in 2004, the campus underwent extensive modernization and reconstruction. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
<b>Interior:</b> Interior Surfaces	Good	Stained Ceiling tiles and cracked outlet covers, unclean classrooms, lights not working, broken electrical plate, light covers missing, missing AC grill cover. missing outlet cover, Hole in wall, chipped paint, broken door glass window, small carpet issues, burnt light bulbs. Action was taken to make repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
<b>Electrical:</b> Electrical	Good	None Needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	AG boy's restroom has a missing door sign and a crack on the floor; AG girl's restroom has a missing door sign; girl's restroom (A Bldg.) has faucets that are not working; hole in the wall next to the showers in the Boy's restroom/showers; a few missing shower heads in the girl's restroom/showers. Action was taken to make repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None Needed
<b>Structural:</b> Structural Damage, Roofs	Good	None Needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None Needed
<b>Overall Rating</b>	<b>Good</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	64.0	55.0	51.0	54.0	48.0	50.0
Math	29.0	38.0	39.0	42.0	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

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	138	138	100.00	55.07
Male	74	74	100.00	50.00
Female	64	64	100.00	60.94
Filipino	--	--	--	--
Hispanic or Latino	113	113	100.00	51.33
White	20	20	100.00	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	50.54
English Learners	44	44	100.00	31.82
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	23	23	100.00	56.52

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.

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	14.0	25.0	25.0

\* 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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	138	138	100	37.68
<b>Male</b>	74	74	100	40.54
<b>Female</b>	64	64	100	34.38
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	113	113	100	34.51
<b>White</b>	20	20	100	55
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	93	100	27.96
<b>English Learners</b>	44	44	100	11.36
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	23	23	100	30.43

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 program at Holtville High School. Parents are always invited to volunteer on campus, chaperone events, and participate in fund raising efforts. Parents are members of the School Site Council and the English Learner Advisory Committee as well as participate in the self-review for Western Association of Schools and Colleges (WASC). Numerous programs and activities are enriched by the generous contributions from the community, local businesses, and service organizations. The Holtville Women's Club, Holtville Rotary Club, Holtville Touchdown Club, Band Boosters, and the Holtville Athletic Club as well as others provide student recognition and other donations to the school on a regular basis.

### 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 Holtville High School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated December, 2018. It was discussed with the entire faculty and support staff at the beginning of school in September and will be again discussed at the end of the school year. Procedures for what to do in case of an earthquake, fire, or a lock down are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and during passing periods. Supervision is a responsibility shared among teachers and school administrators. Safety plans are published on each school's web site, and made available to all stake holders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.6	7.7	5.9
Expulsions Rate	0.0	0.5	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	4.5	5.7
Expulsions Rate	0.0	0.2	0.1
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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.3
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	.05
Resource Specialist (non-teaching)	0
Other	3
Average Number of Students per Staff Member	
Academic Counselor	263

\* 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	24.0	22.0	24.0	9	11	9	12	13	12	3	4	5
Mathematics	23.0	23.0	22.0	12	8	9	6	14	12	4	1	2
Science	26.0	26.0	26.0	3	5	8	13	9	4	1	3	4
Social Science	24.0	24.0	25.0	5	7	4	13	6	11		6	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

Professional development is an on-going process in the Holtville Unified School District Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development and alignment with the California State Standards. Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their lessons in order to prepare all students to meet or exceed state proficiency levels. The focus of professional development continues to be in the areas of math, English Language Arts, and EL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration and an on-site teacher resource coach.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$45,681
Mid-Range Teacher Salary	\$75,227	\$70,601
Highest Teacher Salary	\$95,859	\$89,337
Average Principal Salary (ES)	\$115,516	\$110,053
Average Principal Salary (MS)	\$108,899	\$115,224
Average Principal Salary (HS)	\$124,742	\$124,876
Superintendent Salary	\$151,723	\$182,466
Percent of District Budget		
Teacher Salaries	39.0	33.0
Administrative Salaries	5.0	6.0

\* 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	72	\$ 957.30	\$ 6,338.55	\$ 76,568.46
District	◆	◆	\$ 9,453.24	\$76,705
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-1.42%	-200.0
Percent Difference: School Site/ State			-200.0	-200.0

\* 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

Holtville Unified School District provides options for parents and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley School (K-5th). In addition, we offer an alternative/continuation high school at Sam Webb High School and Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as band, clubs and sports for our students.

Holtville High School offers: FFA, sports, robotics, choir, band, jazz band, cheerleading, flag team, Yellow Ribbon Club, Pep Club and Associate Student Body (ASB).

The district also offers College Begins in Kindergarten (CBK) as a summer program. AVID (Advancement Via Individual Determination) strategies and college readiness skills have been implemented district wide. All sites within the district offer tutoring opportunities for all students.

Holtville Unified also has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as the Migrant Speech and Debate teams. We have an adult education program which offers ESL, a high school diploma, citizenship and English classes. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Holtville High</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	1.5	0.0	1.5
Graduation Rate	98.5	99.2	97.0
<b>Holtville Unified</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	2.2	0.0	2.0
Graduation Rate	97.1	95.2	93.3
<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	331
% of pupils completing a CTE program and earning a high school diploma	42%
% 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	98.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.2

\* 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	2	◆
Mathematics	1	◆
Science	0	◆
Social Science	2	◆
All courses	6	17.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	95.8	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	95.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	82.6	68.8	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

### **Career Technical Education Programs**

Holtville High School strives to graduate citizens who are fully capable of functioning and prospering in society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Programs are available in the area of business, agriculture, medical terminology and pharmacy technology, and new this year coding, and the current building of a new AG barn. The courses are aligned with post-secondary educational institutions. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills. Speakers from the community, use of technology, and career-related research projects and community service projects are made available for students to heighten their awareness of options for education, training, and employment beyond high school. All career preparation courses satisfy the district's graduation requirements and incorporate State Career/Technical Education standards.

### **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.