



# Plantation Elementary School

901 Plantation Ave. • Bakersfield, CA 93304-6732 • 661.837.6070 • Grades K-5

Deloris Sill, Principal

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<https://plantation.gfusd.net/>

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



### Greenfield Union School District

1624 Fairview Rd.  
Bakersfield, CA 93307  
(661) 837-6000  
[www.gfusd.net](http://www.gfusd.net)

#### District Governing Board

Mike Shaw  
Dr. Ricardo Herrera  
Melinda Long  
Kyle Wylie  
Richard Saldana

#### District Administration

Ramon Hendrix  
**Superintendent**  
Sarah Dawson  
**Assistant Superintendent  
Curriculum**  
  
Lucas Hogue  
**Assistant Superintendent  
Personnel**  
  
Rebecca Thomas/TBD  
**Assistant Superintendent  
Business**

### School Description

Plantation School is committed to meeting the needs of all students by providing an effective instructional program based on Common Core State Standards. Improving academic performance is the focus of the instructional program at Plantation, with the goal of strong student success. Plantation believes in "Equipping all students to achieve in a rapidly changing world."

Plantation has set goals in three academic areas for continued growth. In Reading, students will show an annual growth of 6% by growing from 45% to 51% proficiency on the State test; and increasing from 30% to 36% proficiency in math in the 2018-19 school year. The third goal for Plantation is to increase the percent of English Learners to become English Proficient, which will help lead to their reclassification. In addition to the academic and language goals, research has proven that students perform better when they attend school. Plantation is working to increase daily student attendance and reduce student suspensions.

We firmly believe that 21st Century Teaching and Learning requires substantial shifts in the daily routine of instruction; therefore, the use of interactive technology (Chrome Books, computers, Smart Boards, document cameras) is made available to enhance the instructional processes and increase students engagement. Staff development is provided to support teachers with instructional strategies, new curriculum, and utilization of technology in order to meet the needs of all students to become successful learners.

Any questions can be directed to Mrs. Sill, Principal, at 837-6070.

## 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
Kindergarten	121
Grade 1	109
Grade 2	101
Grade 3	116
Grade 4	111
Grade 5	96
<b>Total Enrollment</b>	<b>654</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.0
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	0.3
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.0
White	2.4
Socioeconomically Disadvantaged	96.8
English Learners	22.0
Students with Disabilities	7.0
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			
Plantation Elementary School	16-17	17-18	18-19
With Full Credential	26	25	27.5
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	399
Without Full Credential	◆	◆	52
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Plantation Elementary School	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 and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, Gr. TK-5, 2016-2017 Houghton Mifflin Read 180, Intensive Intervention Gr. 4-5, 2016-17  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson- enVisionMath, Gr. TK-5 -California Common Core, adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin: Gr. TK-5 California Science, adopted 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson - My World Interactive, Gr. TK-5 California History-Social Science, adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

**General:** Greenfield Union School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction. The results of this inspection are available at the school office, district office, or at the school's web address on the Internet. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Maintenance:** The custodial staff works to keep the school buildings clean and in working order. A district-wide reporting system via the Internet has been developed to allow school sites to notify the District's Maintenance, Operation and Transportation Department (MOT) immediately when a repair is needed to ensure a safe environment, ensuring efficient service and giving emergency repairs highest priority.

**Cleaning Process and Schedule:** The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or the district office.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting and floor systems.

Facility Improvements for 2017-18 are the exterior painting of two classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/4/2018		
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	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 6/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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
<b>ELA</b>	44.0	45.0	42.0	48.0	48.0	50.0
<b>Math</b>	30.0	30.0	32.0	36.0	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.

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
<b>Science</b>	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
<b>5</b>	20.8	14.6	12.5

\* 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 - English Language Arts (ELA)  
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>	319	312	97.81	44.55
<b>Male</b>	144	138	95.83	43.48
<b>Female</b>	175	174	99.43	45.40
<b>Black or African American</b>	40	40	100.00	30.00
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	263	256	97.34	45.70
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	309	302	97.73	43.71
<b>English Learners</b>	124	118	95.16	40.68
<b>Students with Disabilities</b>	32	30	93.75	16.67
<b>Students Receiving Migrant Education Services</b>	23	21	91.30	52.38
<b>Foster Youth</b>	--	--	--	--

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 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	319	317	99.37	30.28
Male	144	143	99.31	32.87
Female	175	174	99.43	28.16
Black or African American	40	40	100	17.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	261	99.24	31.8
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	307	99.35	29.97
English Learners	124	123	99.19	32.52
Students with Disabilities	32	30	93.75	6.67
Students Receiving Migrant Education Services	23	23	100	34.78
Foster Youth	--	--	--	--

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)

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families.

Plantation invites parents to participate in parent-teacher conferences and other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. We invite parents to numerous site events including Back to School, picnics, assemblies, Books and Bingo, academic updates, sporting events, and performing arts.

To build capacity of parents, Plantation offers Parent Institute for Quality Education (PIQE) which is a nine week program that provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. LEA and Plantation has a community partnership with the Bakersfield Adult School to offer day classes to district families to learn English. Classes are offered on site at Plantation to encourage parent participation.

Periodic meetings are held to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites encourage parents to participate in the School Site Council and ELAC meetings to evaluate site-based needs and activities.

**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 Plantation School Safety Plan is current and updated annually by the Principal and Safety Committee. It was reviewed and shared with the staff and parents in October 2018. The overall goal of the plan is to maintain a safe and orderly school environment conducive to learning. Key elements of the plan include the following: a) routine and emergency disaster procedures, b) suspension and expulsion procedures, c) teacher notification of pupils with a specific discipline history, d) child abuse reporting procedures, e) the district's sexual harassment policy, f) school crime data, g) the civil defense and disaster plan, h) discipline rules and procedures.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	1.5	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	.5
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	11.6
Average Number of Students per Staff Member	
Academic Counselor	

\* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	22	27	24	1			5	5	5			
1	27	20	22		1		4	4	5			
2	24	26	25				5	4	4			
3	23	23	23				4	5	5			
4	28	22	28		1		4	3	4			
5	23	28	24	1		1	4	4	3			
Other		7	4		1	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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												
Mathematics												
Science												
Social Science												

\* 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 continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Plantation is committed to Professional Learning Communities (PLC) with 2 administrators, 1 academic coach, 1 school psychologist, and 5 teachers attending the PLC conference by Solution Tree in June 2018. Plantation ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. The District provided 8 minimum collaboration days during the 16-17 and 17-18 years for district and school directed Professional Development. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The school site will continue professional development in the area of Positive Behavior Intervention Supports (PBIS) to also ensure a positive learning environment. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	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/).

### Types of Services Funded

Plantation School provides many opportunities for students needing remediation in content areas. The following funding sources help pay for the services/programs offered at the school.

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. School site utilizes this money to pay for additional alternative supports that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance.

- Program Assistants for reading offer push-in support in grades K through third.
- Identified first through third grade students receive supplemental reading instruction through the Response to Intervention program designed and presented by the Learning Center teachers.
- A certificated teacher provides additional remedial instruction in reading to identified 4th-5th grade students.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. After school tutoring is provided to English Learner students in need of additional support. All English Language Learners receive an additional 30 minutes a day of English Language Development instruction during the ELD Block which is on the master schedule.

- A Language Teacher provides additional remedial instruction to promote language proficiency to kindergartners, and 1st-5th grade students.
- A Bilingual assistant assesses ELL on the ELPAC to determine ELD levels and supports ELD instruction.

LCFF funds are used to pay for technology, classified instructional staff, after school intervention programs, and supplemental materials for core academics.

- Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.
- After School Success Program offers support in: Homework Club, supervised sports and enrichment activities.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Plantation Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Greenfield Union School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,298.32	1,250.29	6,048.03	76,635.11
District	♦	♦	6,989.89	\$72,936
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-14.4	4.9
Percent Difference: School Site/ State			-16.4	-5.4

\* 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.

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

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	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* 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	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

### Career Technical Education Programs

#### 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.