

# Enterprise High School

15405 Sunset Ave. • Kerman, CA 93630 • 559-843-9584 • Grades 7-12

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



### Kerman Unified School District

151 South First St.  
Kerman, CA 93630-1029  
(559) 843-9000  
[www.kermanusd.com](http://www.kermanusd.com)

#### District Governing Board

Daniel Babshoff  
Maria Cantu  
Efrain Guizar  
Kindra Melgoza  
Jim Volkoff

#### District Administration

Robert Frausto  
**Superintendent**  
Mark Ruiz  
**Assistant Superintendent  
Personnel**  
Kraig Magnussen  
**Assistant Superintendent  
Chief Business Official**  
Pamela Millspaugh  
**Assistant Superintendent of  
Educational Services**

### School Description

ALL ENTERPRISE HIGH STUDENTS WILL BE SUCCESSFULLY INSTRUCTED, ACQUIRE KNOWLEDGE, AND PRODUCE GRADE LEVEL WORK .

#### A Message from the Principal:

The Alternative Education department provides a variety of opportunities in school placement, full or partial-day scheduling, and focus on core subject areas. Often students come to Enterprise High School with predetermined attitudes toward education, attendance, and personal conduct. It is the mission of each staff member to assist in guiding and redirecting students to academic achievement, good attendance, accepting responsibility for personal choices and graduation.

Enterprise High School presents the same curriculum as Kerman High School. The curriculum has been adapted to a direct standards skill instruction format. Students have the opportunity to focus on core subject areas and prepare for the required high school exams, along with making up needed credits through augmented studies.

Enterprise High teachers diligently align assignments to the state curriculum standards and state standards. We view the students' skill levels and the state standards as the blueprint upon which we build our lessons and assignments.

#### Major Achievements:

- In 2017-18 Enterprise High School graduated 32 students
- Student behavior and attendance continues to be a focus for improved student character skills and academic achievement.
- Enterprise High School students have access to ROP courses at KHS
- Teachers are collaborating on aligning the curriculum with state standards, common core and administering benchmark tests.
- EHS has a positive partnership with Kerman Police Department, Fresno County TIP Program and Eminence Health Care.
- In spring 2014 Enterprise High School was granted a six-year accreditation from WASC through June 30, 2020. The Mid-Cycle Visiting Committee visited Enterprise High School on October 7, 2016. The Committee found that the school had done due diligence in our follow-up process and made expected progress on each of the four areas. The Visiting Committee found no new concerns at Enterprise High School.

#### Focus for Improvement:

Teachers receive staff development in the following areas: effective instructional strategies for working with English Learners; the process for second language acquisition; and implementing core curriculum pacing guides and quarterly benchmark assessments.

Teachers also attend state standards training: training to implement the new state standards, along with continued Professional Development training on-site and at Kerman High School with department peers. Training is also provided to improve English Learner skills in English/Language Arts and Math.

The student assessment platform helps administer assessment programs and gives immediate performance data.

## 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	6
Grade 10	4
Grade 11	16
Grade 12	24
<b>Total Enrollment</b>	<b>50</b>

**2017-18 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.0
Asian	2.0
Filipino	0.0
Hispanic or Latino	86.0
Native Hawaiian or Pacific Islander	0.0
White	8.0
Socioeconomically Disadvantaged	96.0
English Learners	38.0
Students with Disabilities	18.0
Foster Youth	2.0

## 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**

Enterprise High School	16-17	17-18	18-19
With Full Credential	4	5	5
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	0	0
Kerman Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	239
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

**Teacher Misassignments and Vacant Teacher Positions at this School**

Enterprise High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	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)

Enterprise High School sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the district, department and subject area committees coordinated by the Assistant Superintendent of Educational Services. All textbooks are selected based on state adoption cycles that utilize district and site Instructional Materials Funding.

Categorical funding also allows Enterprise High School to purchase supplementary instructional materials including but not limited to, materials for English Learners, students not scoring at a proficient level on standardized tests, and for students in advanced courses. All materials are approved through the District Instructional Support Committee process.

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>	2017 Houghton Mifflin Harcourt: California Collections 9, 10, 11, 12 2015: Cengage: Perrine's Literature: Structure, Sound and Sense 12th Edition 2014: Cengage: EDGE 2011: Scholastic: English 3D 2010: National Geographic/Hampton-Brown: Inside the USA 2008: Pearson: One Hundred Great Essays 3rd Edition 2005: Pearson: Everyday Use  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	2014: Pearson Integrated High School Mathematics I, II and III Common Core volumes 1 and 2  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	2002: Glencoe McGraw-Hill: Earth Science 2005: Glencoe McGraw-Hill: Biology The Dynamics of Life 2002: Glencoe McGraw-Hill: Geology: The Environment and the Universe  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	2016: McGraw Hill: Geography: The Human and Physical World 2015: Cengage Learning: The American Pageant: History of the American People 2010: Pearson Drive Right 11th Edition 2008: McDougal Littell: United States Government: Democracy in Action 2006: McDougal Littell: Modern World History: Patterns of Interaction 2005: McDougal Littell: Economics Today and Tomorrow 2003: McDougal Littell: The Americans to the 21st Century  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

Enterprise High School was built in 1962. The buildings on this campus are in good condition. Currently there are four modular buildings. During the 2006–2007 school year a modular office building was added to this campus.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Good	No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Two new water fountains were replaced in 2016-17 and a new Eye-Safe station was installed in the main office restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Thirteen new student benches were added to the grounds for student seating 2017-18.
<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
<b>ELA</b>	5.0	0.0	46.0	45.0	48.0	50.0
<b>Math</b>	0.0	0.0	29.0	30.0	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>9</b>	**	**	**

\* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	22	91.67	0.00
Male	17	17	100.00	0.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	0.00
English Learners	15	14	93.33	0.00
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.

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	24	22	91.67	0
Male	17	17	100	0
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100	0
White	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	0
English Learners	15	14	93.33	0
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 are needed and encouraged to be active in education at Enterprise High School. Organized opportunities for parental involvement include School Site Council and Back to School Night. Enterprise High School also sends parent representatives to district committees such as Facilities Committee and the Local Control Funding Formula (LCFF) committee. A Newsletter is sent quarterly to parents highlighting Honor Roll students. Parents, family members are invited to a Friends of Enterprise; coffee and doughnut event. Kerman Police department participate in an annual Basketball game against Enterprise students. Enterprise Teachers make "Positive" phone calls home to encourage more parent contact; evidenced by Parent Call Logs. To find out how you can volunteer, contact Rebecca Sanchez, Principal at (559) 843-9584.

**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**

Enterprise High School endeavors to create classrooms with positive learning environments. Teachers manage classroom activities to encourage on-task time and minimize disruptions and disciplinary problems. Appropriate and inappropriate behavior is clearly described in the current Enterprise High School Parent Handbook, English/Spanish. This information and the School Safety Plan are thoroughly reviewed with students during the first few days of each course term and when a new student enters the class (and repeated as necessary). Students have the right to equitable treatment and access to programs. Consequences of inappropriate behavior are clearly explained and are enforced consistently and uniformly throughout the school.

The following key elements are covered in the site School Safety Plan: site and fire drill map, disaster plan, safe ingress and egress, School Site Council (SSC) signature page, site crime data, site expulsions and suspensions, suspension policy, harassment policies, child abuse reporting, school rules and policies, student grievance procedure and parent notifications, school environment, Student Handbook, notification of teachers, and the districtwide school dress code.

Campus Liaison, Tutors and office personnel monitor the school grounds before and after school and during breaks. Visitors are to report to the office, sign in, and sign out. Enterprise uses the RAPTOR system to process visitor ID's for safety. The Safety Plan was updated and reviewed with the staff and SSC on September 2018. Fire, duck and cover, and lockdown drills are regularly scheduled and implemented throughout the school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	23.4	18.4	8.5
Expulsions Rate	3.2	3.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.0	3.4	3.2
Expulsions Rate	0.2	0.1	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	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	
Other	

**Average Number of Students per Staff Member**

Academic Counselor	150
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\* 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	4.0	3.0	3.0	16	22	21						
Mathematics	4.0	3.0	2.0	12	13	15						
Science	2.0	2.0	2.0	11	8	10						
Social Science	5.0	3.0	3.0	15	18	21						

\* 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 has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

The District has provided professional development during the, 2015-16, 2016-17 and 2017-18 school year. On every other Wednesday, Enterprise Teachers will be involved with professional development and or collaboration. In addition, Fresno County Superintendent of Schools provide professional development for all departments to aid in the transition to the California State Standards and to assist English Learners in Core Content courses.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,222	\$45,681
Mid-Range Teacher Salary	\$70,257	\$70,601
Highest Teacher Salary	\$86,218	\$89,337
Average Principal Salary (ES)	\$101,016	\$110,053
Average Principal Salary (MS)	\$103,609	\$115,224
Average Principal Salary (HS)	\$111,426	\$124,876
Superintendent Salary	\$200,784	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	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/).

### Types of Services Funded

LCFF funding has been used for instructional materials to supplement the core curriculum, including the purchases of student chrome books, teacher laptops, iPads, document cameras, LCD projectors, and classroom monitors. EHS also offers after school tutoring in English and Mathematics.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Enterprise High School	2014-15	2015-16	2016-17
Dropout Rate	9.1	20.0	10.3
Graduation Rate	81.8	80.0	79.5
Kerman Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.2	3.3	2.5
Graduation Rate	87.2	94.5	93.8
California	2014-15	2015-16	2016-17
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	9
% of pupils completing a CTE program and earning a high school diploma	67
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4.3

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	96.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,985	1,506	4,480	59,486
District	◆	◆	5830	\$70,326
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-26.2	-10.9
Percent Difference: School Site/ State			-37.9	-15.7

\* 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.

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
All Students	100.0	94.9	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	94.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	97.7	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	95.4	88.6
English Learners	100.0	82.9	56.7
Students with Disabilities	100.0	65.6	67.1
Foster Youth	0.0	0.0	74.1



### **Career Technical Education Programs**

Enterprise High School requires students to participate in a four-year development program to assess their interests and research possible careers. The plan promotes access to academic and vocational classes. Enterprise students are given the opportunity to take ROP courses at the comprehensive high school. Many of the ROP courses are articulated with local community colleges like Fresno City College for credit. All students participate in career counseling sessions with their academic counselor. Sessions also include parent participation and address career/vocational and post secondary educational goals. An academic plan is developed mapping graduation requirements. Students are recommended to take an online career exploration course. To expand the knowledge of student career interests and preparation, students are encouraged to participate in an annual Fresno Area College Night field trip that showcases college/vocational/military information. Juniors and seniors are encouraged to participate in an annual Career Tech Expo field trip that showcases trades, college/vocational and military options.

All seniors are assisted in completing a college and financial aid application and guided through the matriculation steps for the college they plan to attend. Seniors are required to complete a Senior Performance Interview as part of KUSD graduation requirements. The Senior Performance Interview/digital portfolio prepares students for a job interview. These interviews are made up of local Rotarians, community partners and school administrators.

The Library is available to students before and after school for practice and completion of homework. Tutoring is available after school two times a week for an hour in Language arts and Mathematics. The site collaborates with State Center Community Colleges, Universities, Military and other private colleges.

### **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.