



Truckee Elementary

11911 Donner Pass Rd • Truckee, CA 96161 • 530-582-2650 • Grades P-5

Sara Colborn, Principal

scolborn@ttusd.org

<https://www.ttusd.org/truckeeelementary>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Tahoe Truckee Unified School District

11603 Donner Pass Road
Truckee, CA 96161
530-582-2500
www.ttusd.org

District Governing Board

Kim Szczurek - President

Gaylan Larson - Clerk to the Board

Dianna Driller - Board Member

Kirsten Livak - Board Member

Cris Hennessey - Board Member

District Administration

Dr. Robert J. Leri

Superintendent

Valerie Simpson

Executive Director of Educational Services

Todd Rivera

Executive Director of Business Services

Jeff Santos

Executive Director of Student Services

Joan Zappettini

Director of Human Resources

School Description

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Community

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 3800 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

School Vision Statement

Within our caring, diverse and inclusive preschool through fifth grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee community, our students will become safe, responsible and respectful citizens.

School Description

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, mathematics, science and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self-evaluate, to accept challenges, and to be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for the further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing a quality education to all students, and we are proud to be a community hub.

Climate for Learning

At Truckee Elementary School we value student voice. Opportunities for input are provided through class meetings, restorative circles, student leadership groups, surveys, and the development of healthy living practices.

Students at Truckee Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Students and teachers worked together to determine TE's core values of respect, responsibility, team work, and fun, which serve as the foundation for the school's educational and social climate. School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, in school publications, and through parent-teacher conferences.

School Leadership

School Leadership at Truckee Elementary is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: Student Study Team, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), School Site Council, Parent Teacher Organization, surveys, and social media.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	67
Grade 2	75
Grade 3	75
Grade 4	84
Grade 5	100
Total Enrollment	492

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.4
Hispanic or Latino	59.1
White	36.4
Two or More Races	2
Socioeconomically Disadvantaged	62.8
English Learners	35.4
Students with Disabilities	14.4
Foster Youth	0.6
Homeless	1.6

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 for Truckee Elementary	17-18	18-19	19-20
With Full Credential	34	38	36
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tahoe Truckee Unified	17-18	18-19	19-20
With Full Credential	♦	♦	259
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Truckee Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders TK-5 ©2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill, Everyday Mathematics © 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education Foss K-5 © 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman, History-Social Studies © 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	OFC: 4. WATER STAIN CEILING TILES IN HALLWAY RM 8: 4. CEILING TILES ARE STAINED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P 40: 11. PAINT IS CHIPPING ON DOOR P 42: 11. PAINT IS CHIPPING ON DOOR RM 3: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 9: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	Good	P 32: 12. DRY ROT ON WEST SIDING AND TRIM P 33: 12. DRY ROT ON WEST SIDING AND TRIM P 34: 12. DRY ROT ON WEST TRIM
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KITCHEN: 15. LOCK IS BROKEN ON DOOR
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	49	59	61	50	50
Math	43	41	54	54	38	39

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 2018-19 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	265	261	98.49	49.43
Male	150	147	98.00	36.73
Female	115	114	99.13	65.79
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	164	162	98.78	37.04
White	94	92	97.87	70.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	38.69
English Learners	126	124	98.41	35.48
Students with Disabilities	60	59	98.33	13.56
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	6.7	14.4	65.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	265	262	98.87	41.22
Male	150	147	98.00	38.10
Female	115	115	100.00	45.22
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	164	163	99.39	26.38
White	94	92	97.87	66.30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	31.36
English Learners	126	125	99.21	24.00
Students with Disabilities	60	59	98.33	18.64
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Parent and community involvement helps our school thrive. School Site Council, English Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) provide many opportunities for parent participation. The PTO volunteers put on fundraising events to provide additional resources for our students, including enrichment and athletics. Parents are always welcome and encouraged to volunteer at the school and in the classroom and on field trips. The English Learner Advisory Council (ELAC) provides another opportunity for parent involvement. We also have a School Site Council (SSC) whose role is to review student achievement data and decide upon the use of the school budget as it relates to the school's efforts to improve and enhance the instructional program for all students. Volunteer opportunities are many; some examples include Harvest of the Month's healthy food lessons, Watch D.O.G.S. (Dads of Great Students), weekly help in the classroom, supporting field study trips, and participating in special events. Our families are diverse, and we welcome all parent involvement that reflects this diversity.

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

Tahoe Truckee Unified School District

Truckee Elementary School

Safe School Plan

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD's systematic planning process which involves Truckee Elementary School's Site Safety Committee, the site's Site Safety Lead, the TTUSD District Safety Committee, participation in the Youth Task Force, and other established community collaborations and partnerships.

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 4,000 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

About Truckee Elementary School

Operating on a traditional calendar schedule, Truckee Elementary served approximately 513 transitional kindergarten through fifth grade students during the 2018-2019 school year. Our school also housed a State Preschool program which served about 50 students. According to the California Department of Education data, the 2018-2019 student population consisted of 59% Hispanic or Latino; 37% White; 46% English Learners, and 58% Socioeconomically Disadvantaged. Based on the most current in DataQuest data that was available on the California Department of Education website, our school had a .2% suspension rate (2018-2019) and .7% school truancy rate* (2018-2019).

*This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Students at Truckee Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The school has established the following reasonable expectations, which are enforced consistently: Be Safe, Be Responsible, and Be Respectful.

The safety of students and staff is a primary concern of Truckee Elementary. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in August 2017 by the Safety Lead and administration. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or ALICE drills are conducted on a monthly basis throughout the school year. In addition, Truckee Elementary participates in monthly ALICE drills including enhanced lockdowns, evacuations to off-site rally points and counter activities to prepare for an armed intruder event.

Truckee Elementary School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected.

Overall Goals and Objectives are listed in Goals 3 and 4 of the 2019-2020 School Plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	0.7	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.2	2.4	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	3.6
Other	5.6

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	5			24		4		14	6	1	
1	19	4			20	3	1		21		3	
2	21	2	2		24		3		19	4		
3	23		4		17	4	1		24		3	
4	27		3		23		4		18	3	2	
5	22		4		27		3		25		4	
Other**	6	2			6	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. The way Tahoe Truckee Unified School District better ensures top-notch teaching and learning is via high-quality professional development (PD.) A variety of options are available and range from formal-type workshops or seminars and informal-types such as discussions among colleagues, independent reading, observing a colleague's lesson or participating in coaching with one of our many Academic Coaches. The frequency of PD varies with the structure and purpose. Amongst teacher teams at the school site level, it frequently occurs weekly, if not daily, focuses on how students' are progressing toward learning goals, and its purpose is to identify additional teaching strategies that will further increase student learning. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of educational knowledge and strategies. We are committed to continuing to provide engaging, focused and relevant professional development for all the educators in the Tahoe Truckee Unified School District so that all students are ready for college, career, and life.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,754	\$46,208
Mid-Range Teacher Salary	\$74,518	\$72,218
Highest Teacher Salary	\$106,066	\$92,742
Average Principal Salary (ES)	\$128,192	\$134,864
Average Principal Salary (MS)	\$134,390	\$118,220
Average Principal Salary (HS)	\$146,985	\$127,356
Superintendent Salary	\$214,533	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,380	\$5,105	\$10,276	\$79,003
District	N/A	N/A	\$10,788	\$80,358.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.9	-3.3
School Site/ State	36.2	10.1

Note: Cells with N/A values 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, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language

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.