

# Julien Elementary

1924 East Canal Dr. • Turlock, CA 95380-4222 • (209) 667-0891 • Grades K-6

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<https://www.turlock.k12.ca.us/julien>

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



**Turlock Unified School District**  
1574 East Canal  
Turlock, CA 95380  
209.667.0633  
[www.turlock.k12.ca.us](http://www.turlock.k12.ca.us)

### District Governing Board

Lori Carlson, President  
Frank M. Lima, Clerk  
Ken Malech, Member  
Anthony Silva, Member  
Jeffrey Cortinas, Member  
Mary Jackson, Member  
Miranda Chalabi, Member

### District Administration

Dana Trevethan  
**Superintendent**  
Heidi Lawler  
**Assistant Superintendent/Educational Services**  
Marjorie Bettencourt  
**Assistant Superintendent/Finance and Accountability**  
David Lattig  
**Assistant Superintendent/Human Resources**  
Barney Gordon  
**Assistant Superintendent/Business Services**  
Gil Ogden  
**Director of Student Services**  
Shellie Santos  
**Director of Curriculum and Instruction**  
Fernando Ureno  
**Director of Human Resources**  
Alice Solis  
**English Learners, Assessment and Special Programs**  
Dr. Laura Fong  
**Director of Special Education**  
Tami Truax  
**Interim Director of CTE and Program Equity**  
Scott Richardson  
**Director of Maintenance-Operations**  
Scott Soiseth  
**Director of Child Nutrition**  
Judy Huerta  
**Director of Early Childhood Education**

### School Description

The mission of Julien Elementary School is to ensure ALL STUDENTS develop a strong academic foundation and essential social skills to become responsible citizens. Julien Elementary School was established in 1954 and named after Eric Julien and Albert Julien, two brothers who were prominent doctors in Turlock in the 1950s. Julien Elementary School is a Professional Learning Community that strives to ensure academic and social excellence for all of our students. We accomplish this through effective instruction of essential standards within every classroom, frequent and ongoing assessments, and regular collaboration by our grade level teams. Collaborative teams meet regularly to identify essential standards and skills, create common formative assessments, analyze data, and develop interventions and enrichments based upon students' proficiency of essentials standards. We provide an outstanding educational environment through positive behavior supports that encourage strong character traits and citizenship. We also focus upon 21st Century learning and educational technology within our instruction, and provide the resources and skills for our students to be successful in their academic futures and careers. We have a variety of activities that students participate in which highlight College and Career Readiness (e.g. Lego Robotics, Math Blast, Science Olympiad, School Garden, Spelling Bee, Walk-through History, NGSS, Engineering and Design, and weekly visits to the science lab). We continue to focus upon our school theme, Engineering and Design, where students are taught the Engineering and Design process as they work with peers to design and solve problems. Julien's Elementary's population is 806 students. We offer Transitional Kindergarten – 6th grade, 4th – 6th grade GATE, the Pod, which is an open classroom consisting of kindergarten through third grade, resource, speech and language therapy, three Moderate to Severe special day classes, and one Generalized Autism class for kindergarten through second grade students.

### Enrollment by grade:

Transitional Kindergarten – 16  
Kindergarten - 93  
First Grade – 93  
Second Grade – 95  
Third Grade – 96  
Fourth Grade – 122  
Fifth Grade – 128  
Sixth Grade – 126  
Special Day Classes – 37

### Student population groups listed below.

English Learners – 143 (17.7%)  
GATE – 89 (11%)  
Special Education 109 (13.5%)  
Socio-Economically Disadvantaged – 445 (55%)  
Foster Youth 8 (1%)  
Ethnicity  
Hispanic 51%  
Asian 3%  
African American 1%  
White 41%

## 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	111
Grade 1	99
Grade 2	96
Grade 3	115
Grade 4	133
Grade 5	125
Grade 6	131
<b>Total Enrollment</b>	<b>810</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0.5
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0.6
White	39.3
Two or More Races	2
Socioeconomically Disadvantaged	59.6
English Learners	22
Students with Disabilities	12.6
Foster Youth	0.4
Homeless	0.6

## 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 Julien Elementary	17-18	18-19	19-20
With Full Credential	38	30	36
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Turlock Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Julien Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade TK: World of Wonders/2016; Grades K-5: Wonders/2016; Grade 6: SpringBoard/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grades TK-6: Eureka Math/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grades K-5: California Science/2008; Grade 6: Focus on California Earth Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	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)

An assessment was done in October 2019 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Julien Elementary have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Our Williams Act visit had minor violations that have all been rectified. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. All Certificated and Classified staffs wear identification badges and are vigilant in maintaining student safety. Visitors and volunteers check in and out at the school office and wear tags that identify their visit. Cleanliness: Julien School employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities on a daily basis. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Julien Elementary completed a \$7 Million dollar modernization project in August 2014. This campus received many interior and exterior upgrades including a new parking lot/student drop off and playground facilities. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated October 11, 2019 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October 2019

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	

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

### 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	44	45	50	50
Math	32	38	29	31	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.

### 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	16.0	24.0	16.0

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.

**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	491	479	97.56	49.06
Male	253	246	97.23	47.15
Female	238	233	97.90	51.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	261	254	97.32	40.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	188	184	97.87	61.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	300	293	97.67	36.86
English Learners	145	140	96.55	31.43
Students with Disabilities	57	53	92.98	30.19
Students Receiving Migrant Education Services	--	--	--	--
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.

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	490	481	98.16	38.46
Male	252	247	98.02	43.32
Female	238	234	98.32	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	260	256	98.46	30.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	188	184	97.87	48.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	299	295	98.66	26.78
English Learners	144	142	98.61	21.13
Students with Disabilities	57	53	92.98	28.30
Students Receiving Migrant Education Services	--	--	--	--
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)

Julien has a variety of groups and organizations to foster our partnership with our families and the larger community. These groups include the following: School Site Council (SSC), English Learner Advisory Committee (Site ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Council, Principal's Forum, Gifted and Talented Education (GATE) program and a very active Parent Teacher Association (PTA). Our PTA sponsors a variety of activities to support families including a carnival, a family dance, Walking Club, beautification days, craft nights, a talent show, and other activities. For more information please call the school office at (209) 667-0891.

### 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

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site on January 29, 2019

- 1) Disaster procedures, routine and emergency
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49070
- 4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6
- 5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- 7) A safe and orderly environment conducive to learning at school
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.2	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.2
Expulsions Rate	0.0	0.1	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	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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	21	2	7		21	2	7		21	2	7	
1	24		3		24		3		23		3	
2	24		4		24		3		19	2	2	
3	24		3		23		4		22		4	
4	31		4		32		4		27	1	2	2
5	32		1	3	31		4		30		4	
6	28	1	3	1	28	1	2	2	27	1	4	
Other**					10	2						

\*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	2	2	2

### Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, CELDT achievement data, common formative assessments, and data from site educational rounds were utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments.

Year one and year two teachers are enrolled in TUSD's Induction Program which is in the second year of implementation. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,441	\$51,374
Mid-Range Teacher Salary	\$75,300	\$80,151
Highest Teacher Salary	\$101,291	\$100,143
Average Principal Salary (ES)	\$133,615	\$126,896
Average Principal Salary (MS)	\$139,218	\$133,668
Average Principal Salary (HS)	\$145,118	\$143,746
Superintendent Salary	\$214,200	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

\* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9,700	3,053	6,647	84,144
District	N/A	N/A	7,870	80,997
State	N/A	N/A	7,507	82,031

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.8	3.8
School Site/ State	-12.2	2.5

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

Julien Elementary School utilizes a multi-tiered system of support to assist students and provide for their varied academic and behavioral needs. These include: Tier 1 instruction to engage students in essential skills and standards, Tier 2 to support extended time for students to access the essential standards, Tier 3 small group/one-on-one instruction based on students' proficiency levels, student success meetings, achievement block for intervention/enrichment for all students, GATE classes, English Language Development support both in the classroom and as a stand-alone service, tutoring (by teachers), after school supervision and recreation (PLAY Program), mentoring program through CSU Stanislaus, cross-age tutoring (Turlock High School Students), summer school, Student Support Clinicians, Jessica's House, Tree House, and professional development and coaching.

#### 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.