



Tehama eLearning Academy

715 Jackson Street, Suite B • Red Bluff, California 96080 • 530-527-0188 • Grades K-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

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District Governing Board

Karin Matray
Michelle Barnard
Lorna Manuel
Linda Houchins
Kandyce Cox, Parent
Lourdes Knowles, Student

District Administration

Richard DuVarney
Superintendent
Karin Matray
Associate Superintendent
Michelle Barnard
Principal

School Description

Tehama eLearning Academy offers a blended model including a full range of online academic courses as well as on-site core and elective courses for grades seven through twelve. Our mission is to provide an individualized standards-based education for students in Tehama and adjacent counties through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models and parental involvement resulting in skill mastery. We target any student who can benefit most from a self-paced, individualized instruction that is delivered on site or in the home via technology. We believe that given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and internet), strong instructional support, guidance from experienced teachers, a strong commitment from parents (or other caring adults), and a well-conceived virtual education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

Mission Statement

To provide the highest quality education through the use of innovative curriculum, quality academic service, and reliable technical support.

School Profile

Tehama eLearning Academy is a charter school that originally operated under the Mineral School District. Since 2013-14 it has operated as a charter school under Tehama County Department of Education.

Our school has about one hundred students. We provide students with an engaging and secure online neighborhood to complete coursework, improve academic skills, and master the Common Core State Standards. Support and tutoring are available electronically and onsite every school day. The courses are taught under the guidance of California certificated teachers who are experts in their academic fields. All of the courses are "open entry" / "open exit" and students may access them twenty-four hours a day seven days a week.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 4 |
| Grade 8 | 10 |
| Grade 9 | 10 |
| Grade 10 | 21 |
| Grade 11 | 26 |
| Grade 12 | 21 |
| Total Enrollment | 92 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 23.9 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 68.5 |
| Two or More Races | 5.4 |
| Socioeconomically Disadvantaged | 66.3 |
| English Learners | 0 |
| Students with Disabilities | 10.9 |
| Foster Youth | 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 | | | |
|---|-------|-------|-------|
| Tehama eLearning Academy | 15-16 | 16-17 | 17-18 |
| With Full Credential | 4 | 4 | 4.5 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Tehama eLearning Academy | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Tehama eLearning Academy | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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 2017-18)

The current online curriculum consists of the following programs which are available to students 24 hours/day.

- 1) A+LS
- 2) Edgenuity
- 3) I-Ready Lessons

| Textbooks and Instructional Materials Year and month in which data were collected: December 2016 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 1) A+LS 2) Edgenuity 3) iReady Lessons The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Mathematics | 1) A+LS 2) Edgenuity 3) iReady Lessons The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Science | 1) A+LS 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | 1) A+ 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | 1) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Health | 1) A+LS 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | 1) A+ 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: NA |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tehama eLearning Academy is a charter school which is located in Red Bluff, California. The 4,500 sq. ft. facility has four intermediate size offices and three small classrooms which are used by students and teachers. The school location is convenient for families and students and accessible by the county bus line.

The principal ensures that the cleaning and maintenance of the school is a priority. Custodial staff ensures the facility is cleaned on a nightly basis and maintenance staff respond in a timely manner when the need arises. The district has adopted cleaning standards for the school. A summary of these standards is available at the district office for review.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: November 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | X | | | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 20 | 26 | 23 | 30 | 48 | 48 |
| Math | 6 | 7 | 10 | 17 | 36 | 37 |

* 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.

| 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 | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 35 | 29 | 38 | 34 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 8.3 | | 8.3 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 37 | 35 | 94.6 | 28.6 |
| Male | 16 | 15 | 93.8 | 46.7 |
| Female | 21 | 20 | 95.2 | 15.0 |
| White | 29 | 28 | 96.6 | 32.1 |
| Socioeconomically Disadvantaged | 30 | 28 | 93.3 | 28.6 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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 | 49 | 43 | 87.76 | 25.58 |
| Male | 21 | 18 | 85.71 | 22.22 |
| Female | 28 | 25 | 89.29 | 28 |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | 12 | 11 | 91.67 | 9.09 |
| White | 33 | 28 | 84.85 | 35.71 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 34 | 29 | 85.29 | 27.59 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 2016-17 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 | 49 | 45 | 91.84 | 6.67 |
| Male | 21 | 19 | 90.48 | 15.79 |
| Female | 28 | 26 | 92.86 | 0 |
| Black or African American | -- | -- | -- | -- |
| Hispanic or Latino | 12 | 11 | 91.67 | 9.09 |
| White | 33 | 30 | 90.91 | 6.67 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 34 | 31 | 91.18 | 3.23 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

As each student is registered at Tehama eLearning Academy, a parent conference is held and a master agreement is signed. Parent-teacher conferences are offered each semester. Good communication is assured by weekly parent-teacher contact. Parent involvement is encouraged and parents have the opportunity to participate in the decision making process for both their students as well as the policies/procedures of the school. This parental input is facilitated by educational parent meetings at the school, parent surveys, parents attending Tehama eLearning Academy Governance Committee meetings, as well as the opportunity to meet with the principal at any time. A parent representative and a student representative serve as a voting member of the Governance Committee.

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

Safety of students and staff is a primary concern of all staff at Tehama eLearning Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated during the fall of 2017. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed. Students are supervised on school premises by certificated staff, classified staff, and the principal. The school utilizes a safety committee that meets quarterly to review safety needs and recommend safety policies to the school Governance Committee.

There is a designated area for student drop off and pick up. Students and visitors are required to sign in and out at the main office when arriving and leaving campus.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 0 |
| Percent of Schools Currently in Program Improvement | | 0 |

| Academic Counselors and Other Support Staff at this School | |
|--|-------------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | N/A |
| Library Media Services Staff (Paraprofessional) | N/A |
| Psychologist | .05 |
| Social Worker | N/A |
| Nurse | .025 |
| Speech/Language/Hearing Specialist | N/A |
| Resource Specialist | 0 |
| Other | .8 Resource |
| Average Number of Students per Staff Member | |
| Academic Counselor | N/A |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 7 | 7 | 7 | 18 | 4 | 18 | 0 | 0 | | 0 | 0 | |
| Mathematics | 6 | 6 | 5 | 21 | 2 | 22 | 0 | 0 | | 0 | 0 | |
| Science | 5 | 5 | 4 | 19 | 1 | 18 | 0 | 0 | | 0 | 0 | |
| Social Science | 5 | 0 | 4 | 38 | 0 | 36 | 0 | 0 | | 0 | 0 | |

* 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

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the school year, then sharing their experiences and knowledge with district colleagues. The district dedicated seven days to staff development annually for the past three years. Topics for staff development include: technology and instruction, evaluating testing data, mathematics instruction, and learning records management.

Staff meetings are held each Friday afternoon whereby individual student progress is discussed, staff participates in CCSS professional development opportunities, data is analyzed and school planning is discussed.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | |
| Average Principal Salary (HS) | | |
| Superintendent Salary | | |
| Percent of District Budget | | |
| Teacher Salaries | | |
| Administrative Salaries | | |

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

Types of Services Funded

Tehama eLearning Academy budget funds direct instructional and counseling services to students, nursing services, and appropriate supplies and materials.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Tehama eLearning Academy | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 13.5 | 14.3 |
| Graduation Rate | 84.62 | 75.68 | 85.71 |
| Tehama eLearning Academy | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 39.5 | 20.5 | 17.4 |
| Graduation Rate | 57.89 | 68.18 | 82.61 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 1 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | |

* Where there are student course enrollments.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 7,849 | 90 | 7,759 | 45,397 |
| District | ♦ | ♦ | 7,759 | |
| State | ♦ | ♦ | \$6,574 | |
| Percent Difference: School Site/District | | | 0.0 | 0.0 |
| Percent Difference: School Site/ State | | | 36.7 | ---- |

* Cells with ♦ do not require data.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 95.65 | 92.31 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 0 | 0 | 80.17 |
| Asian | 0 | 0 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 0 | 0 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 100 | 95.24 | 90.99 |
| Two or More Races | 33.33 | 33.33 | 90.59 |
| Socioeconomically Disadvantaged | 83.33 | 78.95 | 85.45 |
| English Learners | 0 | 0 | 55.44 |
| Students with Disabilities | 100 | 100 | 63.9 |
| Foster Youth | 100 | 100 | 68.19 |

Career Technical Education Programs

Two Career Technical Educational pathways are offered to students at Tehama eLearning Academy; Business, and Education. This is a new program and one we intend to grow and develop to offer this valuable opportunity to all students. Each pathway includes courses to build skills and prepare students for entry level positions in these career fields, or future education. All CTE students participate in an onsite leadership class to ensure skill building in this important component. Community partnerships are being developed to allow community classroom opportunities for CTE students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.