



# Tehama eLearning Academy

715 Jackson St. Ste B • Red Bluff, CA 96080 • 530.527.0188 • Grades K-12

Rich DuVarney, Principal  
rduvarmey@tehamaschools.org  
<http://www.telacademy.org>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### **Tehama eLearning Academy**

1135 Lincoln Street  
Red Bluff, CA 96080  
530 527-5811  
[www.tehamaschools.org](http://www.tehamaschools.org)

### **District Governing Board**

Tim Morehouse  
Rich DuVarney  
Lorna Manuel  
Karin Matray  
Mary Cheek

### **District Administration**

Charles Allen  
**Superintendent**

### **School Description**

#### Principal's Message

On behalf of the teachers, students, parents, administration and the Tehama eLearning Academy Governance Committee, I would like to welcome you to Tehama eLearning Academy. We offer a full range of online academic courses, 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. If you think that Tehama eLearning Academy might be a good match for your child, please contact us at the above number and one of our registrars will be glad to answer your questions.

Sincerely,  
Rich DuVarney, Principal

#### 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 under Tehama County Department of Education.

The school provides students with a fun and secure online neighborhood to complete coursework, improve academic skills, and master the Common Core State Standards. 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.

Ninety students are enrolled in the school (January 1, 2016), with classes arranged in a personalized learning format. Students' academic work is available online via the internet. Students have the opportunity to complete course work 24 hours a day seven days a week. 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 plans are reviewed and discussed.

## 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 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 at 530.527.0188 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	11
Grade 8	8
Grade 9	17
Grade 10	25
Grade 11	23
Grade 12	34
<b>Total Enrollment</b>	<b>118</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.5
Hispanic or Latino	10.2
White	84.7
Two or More Races	1.7
Socioeconomically Disadvantaged	68.6
Students with Disabilities	11
Foster Youth	2.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	5	5	4
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Tehama eLearning Academy	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	4
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tehama eLearning Academy	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0
Districtwide		
<b>All Schools</b>	100%	0
<b>High-Poverty Schools</b>	100%	0
<b>Low-Poverty Schools</b>	NA	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

- 1.) Let's Go Learn
- 2.) A+LS
- 3.) Accelerated Reader
- 4.) Edgenuity

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	1) Let's Go Learn 2) A+LS 3) Accelerated Reader 4) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Mathematics</b>	1) Let's Go Learn 2) A+LS 3) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Science</b>	1) Let's Go Learn 2) A+LS 3) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>History-Social Science</b>	1) Let's Go Learn 2) A+ 3) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Foreign Language</b>	1) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Health</b>	1) A+LS 2) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Visual and Performing Arts</b>	1) A+ 2) Edgenuity  The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
<b>Science Laboratory Equipment</b>	NA  Percent of students lacking their own assigned textbook: NA

### 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 and three small classrooms which are used by students and teachers. The school location is convenient to 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: December 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	26	--	35	27	--	38	59	60	56

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	31	28	44
<b>Math</b>	5	10	33

\* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	NA	NA	NA
<b>7</b>	*	*	*
<b>9</b>	22.20	27.80	16.70

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	38
All Student at the School	35
Male	--
Female	30
Black or African American	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Hispanic or Latino	--
White	33
Students with Disabilities	28
Foster Youth	--

\* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	11	9	81.8	--	--	--	--
	8	10	7	70.0	--	--	--	--
	11	26	20	76.9	35	35	25	5
Male	7		3	27.3	--	--	--	--
	8		4	40.0	--	--	--	--
	11		8	30.8	--	--	--	--
Female	7		6	54.5	--	--	--	--
	8		3	30.0	--	--	--	--
	11		12	46.2	33	42	17	8
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Hispanic or Latino	7		1	9.1	--	--	--	--
White	7		7	63.6	--	--	--	--
	8		7	70.0	--	--	--	--
	11		16	61.5	31	38	25	6
Two or More Races	7		1	9.1	--	--	--	--
	11		4	15.4	--	--	--	--
Socioeconomically Disadvantaged	7		6	54.5	--	--	--	--
	8		5	50.0	--	--	--	--
	11		14	53.8	36	36	21	7
Students with Disabilities	7		2	18.2	--	--	--	--
	11		1	3.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	11	9	81.8	--	--	--	--
	8	10	8	80.0	--	--	--	--
	11	26	20	76.9	60	25	5	0
Male	7		3	27.3	--	--	--	--
	8		5	50.0	--	--	--	--
	11		8	30.8	--	--	--	--
Female	7		6	54.5	--	--	--	--
	8		3	30.0	--	--	--	--
	11		12	46.2	67	8	8	0
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Hispanic or Latino	7		1	9.1	--	--	--	--
White	7		7	63.6	--	--	--	--
	8		8	80.0	--	--	--	--
	11		16	61.5	63	19	6	0
Two or More Races	7		1	9.1	--	--	--	--
	11		4	15.4	--	--	--	--
Socioeconomically Disadvantaged	7		6	54.5	--	--	--	--
	8		5	50.0	--	--	--	--
	11		14	53.8	57	21	7	0
Students with Disabilities	7		2	18.2	--	--	--	--
	11		1	3.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

As each student is registered at Tehama eLearning Academy, a parent conference is held and a master agreement is signed. 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, attending Tehama eLearning Academy Governance Committee meetings, as well as the opportunity to meet with the principal at any time.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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 2014. All revisions were communicated to the 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.

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	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.56	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.71	1.92	0.00
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	NA	Not In PI
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	2	NA	NA	1	NA	NA	0	NA	NA	0	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	17	17	7	4	5	4	2	3		2	1	0
Math	12	11	6	10	12	2		2		2	1	0
Science	12	7	5	4	8	1	1	1				0
SS	10	12	5	11	8	4		2		2	1	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.

**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	N/A
Social Worker	N/A
Nurse	.025
Speech/Language/Hearing Specialist	N/A
Resource Specialist	0
Other	.75 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.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$ 36,720	
Mid-Range Teacher Salary	\$ 43,846	
Highest Teacher Salary	\$ 53,925	
Average Principal Salary (ES)	NA	
Average Principal Salary (MS)	NA	
Average Principal Salary (HS)	NA	
Superintendent Salary	\$ 149,809	
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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 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	45,397
State	◆	◆	\$5,348	
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			45.1	----

\* Cells with ◆ do not require data.

**Types of Services Funded**

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

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	31	12	52	44	4



**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students at the School	57	30	13	45	50	5
Female	50	29	21	46	46	8
White	53	33	13	43	50	7

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Tehama eLearning Academy	2012-13	2013-14	2014-15
English-Language Arts	24	38	43
Mathematics	23	38	55
Tehama eLearning Academy	2012-13	2013-14	2014-15
English-Language Arts	22	37	42
Mathematics	23	38	48
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Tehama eLearning Academy	2011-12	2012-13	2013-14
Dropout Rate	28.6	38.5	12.10
Graduation Rate	60.0	46.2	84.40
Tehama eLearning Academy	2011-12	2012-13	2013-14
Dropout Rate	28.6	38.5	12.10
Graduation Rate	60.0	46.2	84.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**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	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Career Technical Education Programs**

Tehama eLearning Academy (formerly called eScholar Academy in 2013-14) career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. A school counselor offers additional support for social and behavioral needs.

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2014		
	School	District	State
All Students	139.13	106.98	84.6
Black or African American			76
American Indian or Alaska Native		100	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino		40	81.28
Native Hawaiian/Pacific Islander			83.58
White	145	123.33	89.93
Two or More Races	100	150	82.8
Socioeconomically Disadvantaged	400	200	61.28
English Learners			50.76
Students with Disabilities	135	103.23	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**2014-15 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

\* Where there are student course enrollments.

**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, the county, and the state. 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.