

Summerville High School

17555 Tuolumne Rd. • Tuolumne, CA 95379-9701 • 209-928-4228 • Grades 9-12

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

Summerville Union High

17555 Tuolumne Road

Tuolumne

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District Governing Board

Spring Maddox

Randy Richter

Brett Taylor

Dennis Spisak

Hans deGroot

District Administration

Michael S. Merrill

Superintendent

Kellene Dittler

Summerville High and Connections Academy Principal

Steve Sweitzer

Deputy Principal

Daniel Atkins

Grade Level Coordinator

Jennifer Osterhout

Grade Level Coordinator

About Our School

Summerville High School (SHS) is a comprehensive high school of 355 students. The Summerville Union High School District includes an independent study program, three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) has 215 students who attend classes with Summerville High students. This raises the number of students on campus to 570.

Summerville High School and Connections share a principal. Summerville High has two grade level coordinators (GLCs), and Connections has one. The GLCs' duties include counseling, scheduling, discipline, career guidance, and teacher evaluations. Each GLC remains with his or her class for all four years of high school to maintain continuity in the educational programs for students.

The current campus was built in 1965 to accommodate 400 students. The campus has been thoroughly modernized with updated technology. To illustrate, this year we have continued our iPad roll out program to issue 1:1 devices for all students on campus. We also increased our band width and continue to build our infrastructure to prepare for the new state testing, Smarter Balance Assessments. All core teachers have also received Televisions, Apple TVs, and LCDs to facilitate the use of technology and enhance instruction. The infrastructure was also updated, providing access points so the Internet can be accessed anywhere on campus.

Over the past three years, the Summerville High School staff has constructed a plan to create more cohesive pathways available to students. Three pathways are currently available for students: agriculture, business, and auto/mechanics/engineering, and law enforcement. The staff is in the process of implementing a medical careers pathway beginning in the Fall of 2020.

Courses have shifted over the past two years as well. For example, Science teachers have fully implemented the Next Generation Science Standards, with teachers utilizing digital media and technology. Also, to raise our expectations and provide opportunities for our students. During the past four years, we have shifted from offering four AP courses to seven AP courses. Also, a Speech, Debate and Mock Trial course has been added, and the "Get Focused...Stay Focused" curriculum has been incorporated into our keyboarding and careers class.

While students' academic success is always at the forefront of our minds, building character is also an integral part of our focus at Summerville High School. Therefore, the staff decided to build a Character Counts program to insure that our students understand the importance of marrying academia with character. "Character Counts Nomination Forms" were created to acknowledge when students are exemplifying strong character. To supplement the Character Counts program, this year our ASB students are teaching units from the Character Strong curriculum. Our hope is to be a "world class" school and it is only through fostering good character that we will achieve this goal.

GUIDING PRINCIPLES: SUMMERVILLE UNION HIGH SCHOOL DISTRICT

Vision Statement:

Summerville High School: Preparing students for college, career and life.

Mission Statement:

By providing quality education, Summerville High School prepares students to become effective communicators, critical thinkers and responsible citizens who value lifelong learning.

The Core Values of our Professional Staff:**1. Improving Student Learning**

We strive always to improve student learning. Our aim is to prepare all students for success in college, career, and service to the community. We expect all students to learn at the levels necessary for success, and we modify our instruction to ensure that all students learn.

2. Teamwork

We work in teams. We value collaboration, cooperation, and communication to best work together to maximize student learning. We believe we all work better when the school community works together: teachers, support staff, parents, community, and students. We are adaptable, flexible, and consistent.

3. Respect

We respect one another, our students, our workplace, the work we do, and the community we serve. Our students learn best in a safe, clean, positive atmosphere of caring, empathy, and sincerity. We prepare students for success by consistently modeling responsible behavior and responsiveness to student needs.

4. Professionalism

We are professionals, and we serve students at a professional level. We know how to do our work effectively and we learn from experience. We are committed to continuous improvement of all aspects of our institution. We set clear goals and follow through to meet them with consistency, integrity, and dedication. We hold ourselves accountable for student learning and work to improve it.

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
Grade 9	94
Grade 10	100
Grade 11	98
Grade 12	84
Total Enrollment	376

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	4.3
Asian	0.5
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.5
White	72.3
Two or More Races	3.7
Socioeconomically Disadvantaged	44.7
Students with Disabilities	3.7
Foster Youth	0.5
Homeless	0.8

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 Summerville High School	17-18	18-19	19-20
With Full Credential	29	29	29
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Summerville Union High	17-18	18-19	19-20
With Full Credential	♦	♦	28
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Summerville High School

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)

The history department recently added History Alive! curriculum for grades 7 and 8. The science and English departments are preparing to pilot curriculum in the Spring of 2020. The science department is looking for curriculum that supports the NGSS 3 course model.

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 January

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync; Connect Ed through McGraw Hill Education Online The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	College Physics; A Strategic Approach; Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History, the Modern Era; Pearson, 2016 U.S. History, American Vision, Glencoe, 2002 History Alive! The Medieval World and Beyond, Teachers' Curriculum Institute, 2011 History Alive!The United States through Industrialism, Teachers' Curriculum Institute, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health; a Guide to Wellness, Glencoe, 2001 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)

Summerville High School completed a new covered eating structure over the summer of 2019. Construction of a new art building was completed in the fall of 2019. The district is in the process of accepting bids for the 400's wing which will be replaced as part of the 5-year deferred maintenance plan. An updated phone system was installed during the summer of 2019, and the fire alarm system was updated.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	400's wing portables are moved up on the deferred maintenance schedule for replacement in the summer of 2021.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 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.

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	45	58	50	56	50	50
Math	20	27	33	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.

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	99	90	90.91	57.78
Male	51	46	90.20	47.83
Female	48	44	91.67	68.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	14	87.50	57.14
White	71	66	92.96	57.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	38.89
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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	100	92	92.00	27.17
Male	52	47	90.38	25.53
Female	48	45	93.75	28.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	15	93.75	26.67
White	72	67	93.06	28.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	38	95.00	15.79
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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)

Parents are invited to participate in the School Site Council, Athletic Boosters, volunteers for theater productions, club activities and field trips, and members of the Sober Grad committee. Every six weeks, a newsletter is mailed home to all parents with information about upcoming meetings and events, encouraging parent participation. At the start of each school year, administrators host an orientation for all parents who are new to the district.

For academic progress, Grade Level Coordinators mail home letters to students who are in danger of failing classes, and to keep parents regularly updated on their child's graduation progress. For school delays, emergency situations, and general information that must be received by parents in a more timely manner, the district utilizes School Messenger for automated phone calls. Parents are also able to log in to Powerschool and check their child's grades in real time. Parents are encouraged to contact teachers and Grade Level Coordinators if they have any concerns regarding their child's performance.

During the 2018-2019 school year, parents were included in the district's comprehensive WASC self-study and committee visit. Following our WASC findings, parents were included in a schedule committee created to evaluate the schedule in place. Parent input and feedback was an integral part of both the WASC self-study and the schedule committee findings.

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

The School Safety Plan is reviewed and updated each month with the School Site Council, which includes parents, staff and students. Several modifications to the safety plan have been made in the past two years. The safety plan is annually presented to the Governing Board in March of each year. The last approval was in March, 2019.

The key elements of the plan include:

- On site and off site evacuation;
- Secure school situation;
- Duck and cover;
- Lockdown for active intruder;
- Suicide prevention and response;
- Natural disasters and weather related emergencies
- Physical and social climate.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.5	9.0	11.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.6	5.9	5.5
Expulsions Rate	0.0	0.0	0.3

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	11	17	2	16	22	7		23	12	15	1
Mathematics	23	12	14	1	16	21	4		23	10	15	
Science	25	6	8	4	16	14	2	1	26	3	15	
Social Science	23	7	10	3	16	12	8		24	5	12	2

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Three full days are set aside each school year for inservice training for the teaching staff. In addition, monthly staff meetings are used for both the presentation of information, discussion, and professional development. Teachers are encouraged to attend professional development off campus as well. For example, AP Institutes, CAASPP trainings, the Rock Star training for teachers in technology, and NGSS trainings for science teachers.

During the 2017-18 school year, the focus of professional development was technology, supporting struggling learners, and academics. The social studies teachers were able to attend the National Teachers of Social Studies Conference in November. Each month, a teacher provides explanation and instruction on different educational apps, and a half day workshop was provided to teachers on using Google Classroom. An administrator has provided training on intervention strategies, and two trainers from an outside organization provided resources to teachers on suicide prevention strategies for students.

During the 2018-2019 school year, the focus has been on continued implementation of NGSS, English teachers are attending Expository Reading and Writing Curriculum (ERWC) training for all grade levels 7-12. Math teachers are working on collaboration for instructional strategies and benchmark assessments. Administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies, CPR and First Aide, state mandated safety training and regular training as safety plan continues to be updated. The district hired a new superintendent who attended the ACSA Superintendent Academy in Sacramento.

During the 2019-2020 school year, Math teachers participated in professional development with a math trainer including training in High-yield Math Routines. The Special Education Coordinator attended the ACSA Special Education Academy in Sacramento. Administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies, CPR and First Aide, state mandated safety training and regular training as safety plan continues to be updated.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,046	\$48,044
Mid-Range Teacher Salary	\$74,231	\$67,032
Highest Teacher Salary	\$95,972	\$89,023
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$
Average Principal Salary (HS)	\$128,446	\$123,219
Superintendent Salary	\$144,200	\$138,074

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	28%
Administrative Salaries	8%	6%

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

Types of Services Funded

There are many levels of services available to Summerville High and Connections Academy students for support:

Math Support Classes: small classes taught by math instructor for students who need guided assistance improving their math skills and completing homework for math courses.

Language Arts Development: small classes taught by an English instructor for students who need guided assistance improving their English skills and completing English homework.

Education Specialists and support staff: Students with IEP's have a full range of Specialized Academic Support and supplementary services such as speech and language, occupational therapy, deaf and hard of hearing services, and vocational training, and paraprofessional staff.

Tutoring: Tutoring is now offered 4 days per week after school. 2 days with a math instructor, 1 day with a science instructor, and 2 days with an instructional assistant.

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

Rate for Summerville High School	2015-16	2016-17	2017-18
Dropout Rate	5.2	13.5	2.6
Graduation Rate	94.8	78.4	96.5

Rate for Summerville Union High	2015-16	2016-17	2017-18
Dropout Rate	5.1	10.3	5.5
Graduation Rate	93.7	83.2	92.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$16088.0	\$2886.0	\$13202.0	74678.00
District	N/A	N/A	\$13202.0	\$74,678.00
State	N/A	N/A	\$7,506.64	\$71,842.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	55.0	3.9

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	244
% of pupils completing a CTE program and earning a high school diploma	14%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.19
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	25.44

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	14.7

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Summerville High School offers several courses specifically focused on career preparation and preparation for work. During the 2018-2019 school year these courses included: Intro to Agriculture, Ag Biology, Advanced Animal and Plant, Veterinary Science, Ag Leadership, Manufacturing, Mechanics, General Automotive, Advanced Automotive, Speech, Debate and Court Law; Introduction to Law Enforcement, Advanced Law Enforcement, Keyboarding, Advanced Keyboarding, General Business, Accounting, Work Experience, Elementary School Assistant, and Fire Science. These courses meet a variety of Elective requirements, Graduation requirements and A-G requirements. They prepare students for career and college. Several CTE Pathways provide an avenue to work upon completion of high school. Teachers practice differentiated instruction and make appropriate accommodations for Special Education and Section 504 students in order to ensure all levels of learners have accessibility to CTE courses. CTE courses and pathways are evaluated annually to ensure they are meeting the needs of our student population. Evaluations consist of student performance data, course content, stakeholder feedback, and student surveys to determine which courses will be offered the following year. The primary representative of the district's CTE advisory committee is Tom Dibble. Industries represented on the committee include Education, Auto, Agriculture, Business, and Law Enforcement.

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.