

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Dana Gray Elementary School

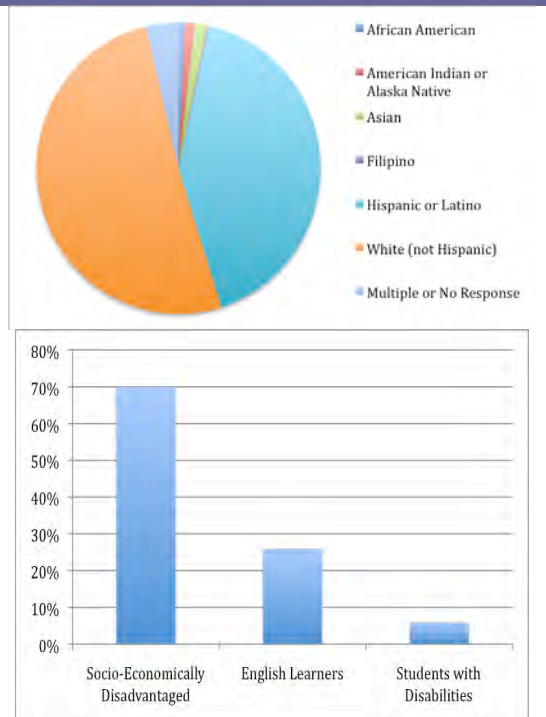
Dana Gray Elementary
 1197 East Chestnut Street
 Fort Bragg, CA 95437
 (707) 961-2865

Grades 3–5

Nancy Doll, Principal
ndoll@fbusd.us

Dana Gray School is located in the small town of Fort Bragg on the north coast of California. The community has traditionally identified timber and fishing as the basis of the economy; however, in recent years there has been a transition to a more tourist-based economy. Many of the students in our schools have Spanish as their primary language. Dana Gray has a qualified, caring, and progressive staff who share the vision that we are all here to help every child succeed; they enjoy a great deal of respect and admiration in the community as a result of their dedication to the profession of teaching.

Student Enrollment: 432



There are 20 classroom teachers teaching third through fifth grades. Our support staff includes a part-time school psychologist and counselor with a full-time reading facilitator/collegial coach, an eighty per cent speech therapist, one resource specialist, two special day class instructors (one LH and one SH). In addition, we have six instructional aides working in our special education programs, three part time aides that work supporting our intervention program, and a bilingual instructional aide that works with our English Language Learners. We also coordinate with the local recreation department to provide a vital after school homework and enrichment program that includes certificated staff. We further enrich our student population through employing a part-time Garden teacher, Art teacher, Music teacher (that includes Band, Keyboards and Chorus), and Physical Education teacher.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	51 %
Mathematics	57 %
Science	65 %
History/ Social Science	n/a

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	787
Statewide Rank (from 2009 Base API Report)	4
2010-11 Program Improvement Status	In PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0 %
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers

With Full Credential	25
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	not available
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

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(707) 961-2865

CDS Code: 49-65565-6025100

Nancy Doll, Principal

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Fort Bragg Unified

Donald Armstrong, Superintendent
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

About This School



Dana Gray School is located in the small town of Fort Bragg on the north coast of California. The community has traditionally identified timber and fishing as the basis of the economy; however, in recent years there has been a transition to a more tourist-based economy. Many of the students in our schools have Spanish as their primary language. Dana Gray has a qualified, caring, and progressive staff who share the vision that we are all here to help every child succeed; they enjoy a great deal of respect and admiration in the community as a result of their dedication to the profession of teaching.

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SCHOOL MISSION STATEMENT

The mission of Dana Gray School is to develop caring, socially responsible students who increase their academic standards, and who can use critical thinking and problem solving strategies in both individual and group situations. Dana Gray School will ensure that all children participate in the total curriculum, acquire an appreciation for the Arts, and continue preparation for participation in the democratic society of the 21st century.

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 3	128
Grade 4	160
Grade 5	144
Total	432

By Group

African American	3
American Indian or Alaska Native	0
Asian	6
Filipino	0
Hispanic or Latino	180
Pacific Islander	0
White (not Hispanic)	220
Multiple or No Response	23
Socio-Economically Disadvantaged	123
English Learners	104
Students with Disabilities	18

Opportunities for Parental Involvement

Contact

Hilda Meza
(707) 961-3619
hmeza@fbusd.us

We have an active PTA group that supports enrichment activities by fund raising close to \$40,000 annually to provide for field trips, assemblies, extra playground equipment, and support our Poets in the School program, as well as “extras” for our art and music programs. To find out how you can volunteer contact Hilda Meza at 707-961-3619 or by e-mail at hmeza@fbusd.us

In addition, we have parents as members of our school Site Council and English Language Advisory Committee. Both groups assist in establishing school goals for the Single Plan for Student Achievement. Parents provide countless hours of volunteer help.



Data and Access

Data Quest

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 (eg: Academic Performance Index [PI], Adequate Yearly Progress [AYP], test data, enrollment, 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions 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.

Average Class Size and Class Size Distribution Elementary

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3	22.0	4	3	1	19.4	6	1		17.3	7		
4	27.5		6		25.7	1	6		26.1	6		
5	23.0		6		27.4		5		19.6	6		
6												
K-3												
3-4												
4-8					23.0	1						

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

School Climate

School Safety Plan 2008-09

We have three school-wide rules: Be Safe, Be Responsible, and Be Respectful. These standards are supported by all adults in the school. To ensure school safety, we review our Safety Plan and staff has received training to better respond to bullying and gang related issues. Safety rules and fire and earthquake drills are practiced with students regularly.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4.9 %	7.5 %	6.7 %	29.4 %	27.8 %	not available
Expulsions	0 %	0 %	0 %	0.1 %	0.1 %	not available

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

The facility is over fifty years old, but well maintained. Remodeling was completed this year and has uplifted the spirits of our community. The buildings, corridors, cafeteria and playground are safe. We have plans to remove two portable buildings during the 2010-11 school year.

School Facilities Good Repair Status 2010-11

Item 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	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			Installing solar panels is a future project.								
Overall Summary of Facility Good Repair Status				<table border="1"> <tr> <td>Exemplary</td> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>	Exemplary	Good	Fair	Poor		X		
Exemplary	Good	Fair	Poor									
	X											

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.



Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	26	27	25	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10	
Title	FTE Assigned to School
Academic Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/ Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Counselor Intern	0.5
Bilingual Psychologist	0.2
Reading Facilitator/Collegial Coach	1.0
Resource Specialists and SDC Instructors	3.0
Special Needs Aide	5.0
Other	
Bilingual Aide	2.0
Choral Director	0.2
Band Director	0.2
Music Teacher	0.6
Art Teacher	0.5
Nutrition/Garden Teacher	0.35
Physical Education Teacher	0.5
Average Number of Students per Academic Counselor	n/a

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	<i>Houghton Mifflin Reading</i> (2003) – State and local Board adoption via SFA Reading Program – local Board adoption 2000 <i>K-2 Hampton Brown Avenues</i> ELD program (2002) Locally Board Adopted <i>Houghton Mifflin Spelling and Vocabulary</i> (1998) –local Board adoption 2001	0%
Mathematics	<i>Scott Foresman enVision Math California</i> (2009) state and local Board adoption 2008	0%
Science	<i>Macmillen/McGraw Hill</i> (2008), state and local Board adoption 2008	0%
History-Social Science	<i>Scott Foresman History-Social Science for California</i> (2006), state and local Board adoption 2006	0%
Foreign Language	n/a	n/a
Health	n/a	n/a

** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.



School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Total	Average Teacher Salary
School Site	not available	\$47,329
District	not available	\$50,149
Percent Difference – School Site and District		
State	\$5,681	\$61,706
Percent Difference – School Site and State		

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,500	\$38,970
Mid-Range Teacher Salary	\$44,500	\$59,776
Highest Teacher Salary	\$67,500	\$78,072
Administrator Salaries		
Average Elementary Principal	\$75,771	\$94,605
Average Middle School Principal	\$78,348	\$98,480
Average High School Principal	\$81,915	\$106,266
Superintendent Salary	\$120,000	\$144,721
Percent of Budget for		
Teacher Salaries	37.90 %	38.80 %
Administrative Salaries	7.00 %	6.00 %

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

Funding Sources: Title I, EIA, General Fund

Services provided include: Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staff, school site council; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school site; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Council, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; providing an annual report to the Board of Trustees for categorical program.

Funding Source: EIA/LEP

Services provided include: providing instructional staff and administrators with research based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	49	46	51	49	49	50	46	50	52
Mathematics	56	55	57	40	41	44	43	46	48
Science	58	48	65	51	51	54	46	50	54
History-Social Science	n/a	n/a	n/a	46	47	49	36	41	44

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	42	48	51	
Pacific Islander				
White (not Hispanic)	58	64	76	
Male	47	58	73	
Female	54	57	59	
Economically Disadvantaged	43	50	61	
English Learners	26	36	28	
Students with Disabilities	22	33	*	
Students Receiving Migrant Education Services	17	25	*	

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
5	15%	15%	6%

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pfll> Scores are not shown when fewer than ten students were tested.

Instructional Planning and Scheduling

Professional Development

For the 2009-2010 school year, all staff met with an SFA consultant to assist us in targeting students to meet our goals, and to provide continuous professional development on comprehension strategies.

A Leadership Team was developed to help direct our site in becoming a Professional Learning Community (PLC), and additionally the principal participated in AB 430 trainings, First Aide/CPR, CALPADS, DSLT, PROACT and restraint trainings.

The principal worked with District personnel to develop and strengthen communication among site personnel to facilitate changes to improve student achievement over time, as well as training in Mandated Costs.

Staff members also participated in several training days related to the Positive Behavior Intervention Support (PBIS) program, as well as joining in Family Nights for PBIS. Staff also received training in working with Homeless students, English Language Development strategies, Assessments and Exams, Stellar activities, District Curriculum Coordination, Academic Vocabulary, Site Council training, DSLT, Emergency Bus Evacuations, and Response to Intervention.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	5	6	4
Similar Schools	5	5	3

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	30	-19	24	787
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	9	-25	39	707
Pacific Islander				
White (Not Hispanic)	35	-13	13	804
Socio-economically Disadvantaged	27	-24	32	720
English Learners	12	-40	61	651
Students w/Disabilities	*	*		

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	No	No
	Mathematics	No	No
API		Yes	Yes
Graduation Rate		n/a	Pending

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in Program Improvement	2009-10	2006-07
Year in PI	Year 2	Year 3
Number of Schools in this District Currently in PI		3
Percent of Schools in this District Currently in PI		37.5%

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress (NAEP) Results for Reading in 2007 and Mathematics in 2009 for grades four and eight.

Subject and Level	Grade	Average Scale Score		Percent Achievement Level		
		State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4		209	220	30	18	5
Mathematics 2009, Grade 4		232	239	41	25	5

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Mathematics 2009, Grade 4	79	96	84	94

Notes about NAEP and CST:

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight.

The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom.

The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar.

Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks.

Information on the differences between NAEP and CST is at <http://www.cde.ca.gov/ta/tg/hr>.