



# Dr. Ralph E. Hawes Elementary School

9682 Yellowstone Drive • Huntington Beach, CA 92646 • (714) 963-8302 • Grades K-5

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<http://haweselementary.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Huntington Beach City School District

8759 Dorsett Drive  
Huntington Beach, CA 92646  
(714) 964-8888  
[www.hbcasd.us](http://www.hbcasd.us)

#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
Ann Sullivan  
Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**  
  
Patricia Hager  
**Assistant Superintendent  
Human Resources**  
  
Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### School Description

Hawes School is a Learning Community -- where all participants -- students, staff, and parents are responsible for learning. We share the commitment that ALL students succeed in a rigorous curriculum. The following vision/mission will build our actions within a safe, friendly, and joyful learning environment. WE BELIEVE that, with strong home and school support, all students can successfully acquire the skills needed to become lifelong learners. WE BELIEVE in a school climate that is built upon a foundation of teamwork collaboration, and mutual respect among all groups. We are a professional learning community. WE BELIEVE that an environment that supports risk-taking, creativity, and openness to new ideas and technologies is essential to our vision of success. WE BELIEVE that positive self-esteem and a strong sense of social responsibility are goals for every student. WE BELIEVE that students will love learning and be challenged to reach their highest potential when their natural curiosity and creativity is stimulated. WE BELIEVE in aiming for the remarkable. We will set ambitious goals and strive to achieve them. The hawk's flight symbolizes our vision for children... to soar, to experience joy and freedom, and to apply strength, grace, and a keen eye to a noble purpose.

Dr. Ralph E. Hawes Elementary School, a high performing California Gold Ribbon School 2015, serves students in Pre-K through 5th grade. This year our school facilities are under construction, which includes enhancing all learning space to include 1:1 technology and mobile furniture. Although we are a neighborhood school and many walk to school, approximately 27% of our 596 students are on inter-district transfers. As a school with a strong PTA, we are able to provide enhanced learning opportunities for all of the diverse needs of our students. At all grade levels, we have classes for students with special needs, depending on their Individualized Education Plan (IEP), that include full-day Specialized Academic Instruction (SAI) classes, pull out SAI support, occupational therapy, Adaptive PE, speech and language services, social skills training, and counseling. Additionally, beginning in 2nd grade, we provide GATE instruction within cluster classes for eligible students. Vocal music instruction is provided to all classes by a credentialed music teacher. Students in grades K-5 participate in ST Music keyboarding classes each week. A credentialed PE teacher provides physical education to students once weekly to allow for small group instructional opportunities within the classroom. Our PTA offers enrichment opportunities, such as after-school programs for sports, chess, art, Spanish, and music. The PTA also provides programs that enrich the daily program such as Accelerated Reader (AR), art assemblies and in-class lessons, Red Ribbon Week Activities, academic assemblies, field trips and more.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	89
Grade 2	112
Grade 3	96
Grade 4	108
Grade 5	104
<b>Total Enrollment</b>	<b>606</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	10.7
Filipino	0.7
Hispanic or Latino	12.0
Native Hawaiian or Pacific Islander	0.3
White	62.9
Socioeconomically Disadvantaged	9.4
English Learners	1.3
Students with Disabilities	11.7
Foster Youth	0.0

## 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			
Dr. Ralph E. Hawes Elementary School	16-17	17-18	18-19
With Full Credential	28.2	26.6	26.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	16-17	17-18	18-19
With Full Credential	♦	♦	268.36
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Ralph E. Hawes Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>1</b>	<b>0</b>	<b>0</b>

\* 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 2018-19)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2017-18 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Hawes School, built in 1974, consists of a main building with administrative offices, computer lab, indoor courtyard/lunch area and 23 classrooms. The site has 12 portable classrooms, including a library, that were added during the 1990's. The YMCA also has two portable buildings used for before and after school child care.

This site has a solar array on the field at the edge of the playground area in the back of the school providing shade for students and the site has been retrofitted with energy efficient interior and exterior lighting.

Improvements during 2018 included seismic repairs to the main building, modernization of the office areas and computer lab, modernization of 12 classrooms into 21st Century classrooms with new furniture, infrastructure, technology and Chromebooks and other necessary repairs to existing facilities. P.A. and Bell system, phones and fire alarms were also updated. Modernization of the remaining classrooms in the building is ongoing and will be completed during 2019.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 24, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	80.0	81.0	74.0	75.0	48.0	50.0
Math	83.0	84.0	68.0	69.0	37.0	38.0

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	28.8	29.8

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	304	300	98.68	81.33
<b>Male</b>	169	165	97.63	77.58
<b>Female</b>	135	135	100.00	85.93
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	39	39	100.00	89.74
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	34	32	94.12	68.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	190	188	98.95	80.85
<b>Two or More Races</b>	36	36	100.00	86.11
<b>Socioeconomically Disadvantaged</b>	26	25	96.15	72.00
<b>English Learners</b>	13	13	100.00	76.92
<b>Students with Disabilities</b>	43	42	97.67	54.76

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	304	300	98.68	84
<b>Male</b>	169	165	97.63	83.03
<b>Female</b>	135	135	100	85.19
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	39	39	100	92.31
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	34	32	94.12	71.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	190	188	98.95	83.51
<b>Two or More Races</b>	36	36	100	86.11
<b>Socioeconomically Disadvantaged</b>	26	25	96.15	72
<b>English Learners</b>	13	13	100	92.31
<b>Students with Disabilities</b>	43	42	97.67	50

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 2018-19)**

Collaboration, involvement, and support of our parents and community are integral to our work at Hawes Elementary School. Volunteers contribute more than 20,000 hours of support time during the school day and after school to ensure that all students have a quality experience at Hawes. Our PTA continues to contribute time and resources to numerous programs and activities. This support includes: a new playground structure on the kindergarten playground; an electronic marquee in front of the school; funding for field trips and the purchase of instructional supplies; the purchase and implementation of the Accelerated Reader program; support and funding for the Pacific Symphony Class Act program; PTA sponsored events such as the gardening, assemblies, Red Ribbon Week, Earth Day, school-wide assemblies, art assemblies and in class lessons and more.

Parent volunteers assist and support instruction in the classroom, in the computer lab, with rainy day schedules and activities on the playground, and other tasks associated with classroom instruction.

Classroom teachers have received funding for technology and other instructional materials through Donorschoose.org, the Huntington Beach Assistance League, and other grant opportunities.

Local businesses have supported the school program by providing a portion of sales to our school. Local businesses include: Kohl's, Corner Bakery, Market Broiler, Hambone's Restaurant, and the Skating Center in Fountain Valley.

**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 Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, was last reviewed with school and district staff in September and October 2018. The plan was last updated and reviewed with school staff and School Site Council on January, 2019.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. Through a partnership with PTA, Hawes school has shaded lunch tables in both the main lunch area and the kindergarten yard, and installation of new playground equipment. During this school year, our campus is under construction with all learning spaces being renovated as well as the installation of permanent fencing.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.3	1.9
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.60
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	N/A
Other	N/A
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	22	32		1		4	3	3			
1	31	27	28				3	4	3			
2	30	31	28				3	3	4			
3	29	29	32				4	3	3			
4	30	29	30				4	4	3			
5	30	26	29		1		4	4	4			
Other	9		6	2		2						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

During the 2018-19 school year, professional development focused technology integration and first best instruction. Training was focused on: implementing our newly installed technology and mobile furniture; developing math fluency school-wide; and strengthening our English Language Arts instruction through alignment.

Professional development was conducted through the use of three district-wide professional development days, release time to attend workshops/trainings and through staff meeting/Professional Learning Communities (PLC) time. Through peer assistance and principal support, the staff worked diligently to implement math fluency within the classrooms, implementation of TWAGS and usage of technology. Staff supported one another in continued growth and implementation.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. Instructional assistants for special education programs meet regularly to discuss best strategies for meeting the unique needs of the students and attended specialized training such as Pro-Act. All staff also had the opportunity to attend and update CPR/First Aid certification.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$50,084
Mid-Range Teacher Salary	\$91,223	\$80,256
Highest Teacher Salary	\$111,275	\$100,154
Average Principal Salary (ES)	\$135,815	\$125,899
Average Principal Salary (MS)	\$124,192	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$222,447
Percent of District Budget		
Teacher Salaries	41.0	37.0
Administrative Salaries	6.0	5.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,205.04	\$1,836.66	\$5,368.38	\$94,150
District	◆	◆	\$2,201.38	\$90,726
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			83.7	5.5
Percent Difference: School Site/ State			-20.2	18.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## **Types of Services Funded**

Hawes Elementary School offers a variety of services for our students in order to meet their unique needs and to ensure that they reach their full potential.

Beginning at the kindergarten level, the school provides special education services for those who are eligible to receive this service. Special education support services continue through all grades and include speech and language, adaptive PE, occupational therapy, social skills training, counseling and academic support through a variety of on-site providers.

For students identified and who meet eligibility criteria, Hawes provides Gifted and Talented Education (GATE) instruction through cluster classes in grades 2 - 5. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons.

Students who are eligible for English language support receive services within the classroom during the regular teaching day. Intervention, vocabulary development and intervention materials are used to enhance learning and academic growth for these students.

Intervention support is utilized within the classroom through small group instruction and one-on-one instruction to support struggling learners. Intervention materials are used to support English learner students, as well as students in grades 2-5 who need remediation support in English Language-Arts and Mathematics. Earobics is used as an intervention support program for students in grades K-1. Accelerated Reader supports growth in reading comprehension, while ST Math supports student achievement in mastery of math standards. ST Music provides additional instruction to students in grades K-3. Additional intervention materials are used to support other students who are not meeting grade level benchmarks.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided by the PTA and include: art, chess, Legos, Spanish, cooking, tennis and coding.

A school-wide positive behavior system is in place and students are rewarded for making a positive contribution to the school and their classroom. Students are recognized regularly for earning Rockin' Hawks. Monthly assemblies recognize students for effort as well as incorporate character development and school spirit.

Student Council organizes skits for assemblies and community service projects.

## **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.