

Arlie F. Hutchinson Middle School

13900 Estero Road • La Mirada, CA 90638 • (562) 944-3268 • Grades 6-8

Robin Padget, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Norwalk-La Mirada Unified School District

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Norwalk, CA 90650
(562) 868-0431
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District Governing Board

Sean M. Reagan Board President
Chris Pflanzler Board Vice President
Darryl R. Adams Member
Margarita L. Rios Member
Karen Morrison Board Member
Jesse Urquidi Member
Ana Valencia Member

District Administration

Dr. Hasmik Danielian
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Hutchinson Math, Science Technology Magnet is located in a residential neighborhood in La Mirada, California. Recently awarded the California Distinguished School status as well as a School of Excellence by the California Business for Education Excellence, Hutchinson continues to raise student achievement for all students as well close the achievement gap for students who are below grade level. Our motto, Hawks, Soaring with Pride, reminds us of our College Bound focus for all students.

The focus at Hutchinson Middle School is student achievement, the guiding purpose for all of our actions. Our Math, Science, Technology Magnet provides a project-based learning environment for students interested in excelling in STEM (Science, Technology, Engineering, Math). Our coursework integrates Science, Technology, Engineering and Math (STEM) principles while focusing on career exploration within the field of engineering. Through classroom activities, project-based learning, collaboration, digital simulations and multimedia presentations, students develop communication, leadership and interpersonal skills. Students explore Environmental Science, Structural Design, Med-Tech, Aeronautics, Computer Science, Robotics and Electronics. Field trips, competitions, and guests from the field of engineering assist students in broadening their awareness of the career opportunities in the fields of STEM.

Our 1 to 1 iPad Academy, utilizes iPads for researching, creating, collaborating, organization, and text access. Schoology, an online classroom management platform, supports instruction and learning. Our Pre-AP, Accelerated, and Honors courses support those students who are looking for a more rigorous learning environment.

In addition to our STEM Magnet and Honors program, Hutchinson offers a variety of enrichment opportunities, including orchestra and three levels of band, ranging from beginning through our award winning performance band. We also offer guitar classes, world percussion classes, and music technology classes. Students can join our Leadership class, Yearbook, Speech and Debate, AVID, or one of our many math and reading support classes. Students with an interest in the legal system join Mock Trial, competing in a courtroom setting in the LA County courthouse. Students may also participate in Academic Pentathlon, NJHS, Builder's Club, Running Club, or one of our many sports teams. A variety of field trips enhance student learning, including Knott's Physics Fun Day, the Getty Museum, the Holocaust Museum, JPL, and a variety of local universities. 6th and 7th graders may attend Science Camp while 8th graders may join American Heritage and travel to the East Coast to explore historical landmarks and government institutions.

When a student is identified with an academic need, before and after school tutoring is available for all grade levels as well as intervention classes providing even greater support. In addition to our strong academic programs, Hutchinson is committed to the development of the social and emotional qualities of our students. Through our WEB program, (Where Everybody Belongs), we support our students in making a successful transition from elementary to middle school. We believe that positive relationships between staff and students will help students become connected and contributing members of our school community. In addition, two full time counselors provide our students with additional supports.

Knowledgeable and caring teachers engage students in rich and relevant learning experiences and prepare them to meet the challenges of their future. We maintain high standards for student learning and behavior and value positive communication between school and home.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	217
Grade 7	207
Grade 8	182
Total Enrollment	606

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	5.8
Filipino	2
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0.8
White	18.5
Two or More Races	1.8
Socioeconomically Disadvantaged	54.5
English Learners	5.9
Students with Disabilities	8.3
Foster Youth	0.5

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			
Arlie F. Hutchinson Middle School	14-15	15-16	16-17
With Full Credential	21	23	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arlie F. Hutchinson Middle	14-15	15-16	16-17
Teachers of English Learners	0		0
Total Teacher Misassignments	0		0
Vacant Teacher Positions	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

2015-16 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
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	53	60	43	46	44	48
Math	41	43	25	29	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	55	76	80	54	52	47	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.3	20.2	44.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	179	179	100.0	80.5
Male	90	90	100.0	85.6
Female	89	89	100.0	75.3
Hispanic or Latino	130	130	100.0	76.9
White	28	28	100.0	89.3
Socioeconomically Disadvantaged	96	96	100.0	72.9
English Learners	12	12	100.0	41.7
Students with Disabilities	16	16	100.0	68.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 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 Met or Exceeded
All Students	6	219	219	100.0	54.8
	7	212	211	99.5	59.7
	8	178	178	100.0	65.2
Male	6	131	131	100.0	46.6
	7	119	119	100.0	50.4
	8	90	90	100.0	63.3
Female	6	88	88	100.0	67.0
	7	93	92	98.9	71.7
	8	88	88	100.0	67.0
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	15	15	100.0	80.0
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	142	142	100.0	52.1
	7	142	142	100.0	57.0
	8	129	129	100.0	62.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	43	43	100.0	58.1
	7	40	40	100.0	62.5
	8	28	28	100.0	71.4
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	119	119	100.0	45.4
	7	110	109	99.1	57.8
	8	96	96	100.0	59.4

**School Year 2015-16 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 Met or Exceeded
English Learners	6	11	11	100.0	9.1
	7	13	13	100.0	23.1
	8	12	12	100.0	8.3
Students with Disabilities	6	17	17	100.0	5.9
	7	24	24	100.0	25.0
	8	16	16	100.0	18.8
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	6	219	219	100.0	44.3
	7	212	211	99.5	41.2
	8	178	178	100.0	42.7
Male	6	131	131	100.0	45.8
	7	119	119	100.0	45.4
	8	90	90	100.0	46.7
Female	6	88	88	100.0	42.0
	7	93	92	98.9	35.9
	8	88	88	100.0	38.6
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	15	15	100.0	66.7
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 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 Met or Exceeded
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	142	142	100.0	40.1
	7	142	142	100.0	33.8
	8	129	129	100.0	35.7
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	43	43	100.0	51.2
	7	40	40	100.0	52.5
	8	28	28	100.0	57.1
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	119	119	100.0	33.6
	7	110	109	99.1	35.8
	8	96	96	100.0	32.3
English Learners	6	11	11	100.0	18.2
	7	13	13	100.0	7.7
	8	12	12	100.0	16.7
Students with Disabilities	6	17	17	100.0	5.9
	7	24	24	100.0	20.8
	8	16	16	100.0	25.0
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Parents are partners with the school in educating our students. Parents support our teachers by attending conferences, monitoring homework, and encouraging students to get involved in school activities. The student planner/agenda, school website, email access, school Facebook page, phone dialer and our Internet based Parent Portal is designed to support home-school communication by enabling parents and teachers to communicate about homework assignments, due dates, upcoming tests and quizzes and student grades.

Parent representatives are elected to our School Site Council each fall, which is made up of administrators, teachers, parents, and students. Our SSC addresses issues affecting the school budget, school climate, supplemental instructional materials, school attendance and discipline issues. Parents of English Learners are also vital to our ELAC and to our outreach efforts on behalf of new families. The ELAC committee meets four times per year to support the needs of our English Language Learners.

Our active PTSA supports teachers and students by supporting our incentive programs, Hawk of the Month Breakfasts, Gold Card Raffles, field trips as well as other enrichment activities. We encourage all parents to attend these events. Parents also participate on district level committees and forums, and volunteer to chaperone field trips, dances, band performances, and end-of-year activities. Parents also support our Academic Pentathlon teams, sports teams, and field trip opportunities. Student Study Teams are scheduled regularly to support parent involvement in their child's education. Our Back To School Night, fall and winter Parent Conferences and spring Open House encourage the participation of parents in their children's education. PIQE (Parent Institute for Quality Education) and other Parent Education opportunities encourage the involvement of parents in the school as well as student's educational experience. The district as well as the PTA offers parenting classes, seminars on Common Core standards, use of technology, and language classes in order to support parent involvement in the lives of their children.

For more information about volunteering at Hutchinson Middle School, please contact our principal, Sara Siemens, at (562) 944-3268 for more information.

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

Hutchinson is a closed campus, where visitors must enter the school through the main security gate and sign in at the office. Students are not allowed off campus during the school day.

Our campus supervision aides monitor the school grounds for 30 minutes before and 15 minutes after school and during break and at lunchtime. Additional staff and administration help monitor the campus before and after school, Nutrition and Lunch breaks, and passing periods. Teachers regularly review the school rules for safe, responsible behavior in school and on the school grounds with their students on an ongoing basis.

Our School Safety Plan is revised annually and includes procedures for school crime and safety assessments, our child abuse policy, disaster and emergency procedures, ingress and egress routes, inventories of emergency supplies, our suspension and expulsion policy and data, our sexual harassment as well as bullying policy, and our procedures for ensuring a safe and orderly learning environment. The plan is submitted to our School Site Council for approval and then made available in the school office for parents and community members to review. The strategic elements of the School Safety Plan are shared with all staff members during a school wide staff meeting. Fire drills are practiced quarterly, and earthquake and lockdown drills are conducted three times a year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	15.9	10.5	8.4
Expulsions Rate	0.4	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	562

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	25	25	8	5	5	1	3	3	7	7	7
Mathematics	28	31	31	5	3	3	5	4	4	7	7	7
Science	27	27	27	3	3	3	3	5	5	4	5	5
Social Science	27	30	30	3	3	3	2	2	2	5	7	7

* 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

Hutchinson Middle School provides regular professional development that is focused on the implementation of Common Core Standards as well as effective instructional strategies. Teachers focus on strategies to support reading and writing as well as effective instructional strategies for teaching mathematics. School site professional development is supported through professional learning communities where analysis of formative assessment data is conducted and adjustments to instruction are implemented accordingly.

Ongoing professional development for teachers is also provided throughout the school year by the district's Curriculum and Instruction Department. Implementation of Common Core Standards within each content area is addressed as well as the integration of technology. Common Core Leads provide professional development, and serve as resources, supporting their content area team.

On-going instructional support is provided by site administration, common core district coaches, and intervention coaches. Side by side coaching, modeling of lessons, and common planning time is provided to teachers.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8962.06	2203.04	6759.02	80,560.37
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-8.6	0.4
Percent Difference: School Site/ State			19.1	8.5

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.