



Nell Dawson Elementary School

1303 Sunset Ave. • Coalinga, CA 93210-2927 • (559) 935-7580 • Grades 1-3

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



Coalinga-Huron Unified School District

657 Sunset Street

Coalinga CA, 93210

(559) 935-7500

<http://www.chusd.org>

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School Description

Dawson Elementary is located in the community of Coalinga in the Central San Joaquin Valley. It is a 2nd and 3rd grade school, and has an enrollment of approximately 455 students. It also has SDC-LH for 2-3 students and SDC-SH for K-5. The school operates on a traditional school calendar.

Dawson Elementary is proud of our students, staff, and parents, as well as our educational goals and activities. We wish to collaborate with the parents to help our students develop the skills necessary for a successful life, and we are committed to providing a strong instructional program for all students to ensure excellence in education. We have high expectations for our students and believe that Dawson Elementary School offers an excellent educational program.

Vision Statement

Nell Dawson Elementary will be a safe, compassionate community of lifelong learners who are self motivated to persevere with a growth mindset to be college and career ready citizens who function positively in society.

Mission Statement

Engage all students in communication, collaboration, critical thought, and the creative process in order to become empowered 21st Century learners.

- Create a positive inclusive environment and a safe school community.
- Communication and collaboration among all of the stakeholders will be open, encouraged and ongoing.
- Meet students' needs on multiple levels through effective instructional strategies.
- Use data to monitor, adjust, and improve upon student learning and teaching practices.

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
Kindergarten	1
Grade 1	1
Grade 2	227
Grade 3	215
Grade 4	5
Total Enrollment	449

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.9
Filipino	0.9
Hispanic or Latino	80.4
White	15.6
Two or More Races	0.7
Socioeconomically Disadvantaged	85.3
English Learners	38.8
Students with Disabilities	10.7
Foster Youth	0.4
Homeless	2

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 Nell Dawson	17-18	18-19	19-20
With Full Credential	19	18	19
Without Full Credential	0	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coalinga-Huron Unified	17-18	18-19	19-20
With Full Credential	♦	♦	19
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Nell Dawson Elementary 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)

All Dawson Elementary students have the required adopted curriculum and instructional materials, including textbooks and consumable materials and supplies.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Go Math 2015-16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan-McGraw California Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman Our Communities 2006 (K-3) 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)

The Williams compliance inspections are done by Fresno County Superintendent of Schools (FCSS). All sites in CHUSD are inspected by FCSS annually for Williams compliance. CHUSD maintenance department inspects annually for Dawson Elementary. The most recent inspection, either district or Williams, is available when this SARC is prepared and utilized for this report. Inspection reports are maintained at the CHUSD maintenance department. Our school has security fencing on the inner parts of our campus. All buildings are clean and safe, and air conditioning and heating are in good working order. Custodial services and maintenance are performed daily. The grounds are well maintained. Routine maintenance tasks on the building and grounds are handled by the district Maintenance Department.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 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	Fair	Replaced burnt out light on 9-27-19.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountain with low pressure was repaired 9-26-19.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	West parking lot (playground), resurfaced asphalt in June of 2019.
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 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	29	29	26	30	50	50
Math	26	29	14	17	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.

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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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	224	218	97.32	29.36
Male	114	112	98.25	27.68
Female	110	106	96.36	31.13
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	178	176	98.88	26.70
White	34	32	94.12	40.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	187	98.42	26.20
English Learners	102	101	99.02	20.79
Students with Disabilities	27	26	96.30	3.85
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	224	220	98.21	29.09
Male	114	113	99.12	31.86
Female	110	107	97.27	26.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	178	177	99.44	23.73
White	34	33	97.06	48.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	187	98.42	25.13
English Learners	102	102	100.00	16.67
Students with Disabilities	27	27	100.00	3.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Dawson Elementary parents serve in elected positions on our School Site Council (SSC) comprised of teachers, parents, and classified employees that work with the principal to develop, review, and evaluate school improvement programs and school budgets. The SSC also considers the goals of the school and district, and then works with the principal to evaluate the school's progress toward those goals. Dawson Elementary holds regular School Site Council meetings, and meeting dates are posted on the indoor and outdoor enclosed bulletin board and AERIES notifications are sent out.

Dawson Elementary parents also serve in elected positions in our English Language Advisory Committee (ELAC) whose purpose is to provide parents of English Learners opportunities to learn more about programs offered to their students and advise the principal and school staff on the most positive and effective actions to improve learning of English Learners. ELAC also advises the principal and school staff on programs and services for English learners and the SSC on the development of the Single School Plan for Student Achievement. ELAC meetings are held regularly. Meeting dates are posted on the indoor and outdoor enclosed bulletin boards, and AERIES notifications are sent out.

Dawson Elementary is a part of the Coalinga Huron Unified School (CHUSD) District English Language Advisory Committee (DELAC). The committee is comprised of school staff, parents of English learner students, other parents, and community members who are interested in English learner programs. The overall goal of the DELAC is to inform, educate, and involve the parents of our English Learners in the education of their children so that our ELs can master Academic English rapidly and effectively. DELAC meetings are held quarterly. Parents also have the opportunity to provide input during our LCAP stakeholder meetings held regularly and notification sent via AERIES and posted on enclosed outdoor & indoor bulletin boards.

Dawson has an active Parent Teacher Organization (PTO). The PTO annually sponsors fundraisers, a Winter Wonderland Store and Holiday Celebration, school-wide assemblies, field day, a Scholastic Book Fair, and several other activities. Fund raising efforts have provided funding for classroom materials and playground equipment. The PTO encourages interaction between family and school, serves as a source of support, and works with teachers, staff, and the community at large to improve children's educational experience. The PTO works with the school administration to meet this goal. Our PTO encourages parents to assist with various school activities/functions/services, provides financial assistance where needs are identified within the school, fosters a community atmosphere, and supports the mission and vision of the school and school district. Dawson Elementary holds formal Parent/Teacher Conferences in the Fall and Spring, and anytime a parent requests a meeting with a teacher they are granted the meeting. Parents may set up meetings with the principal as needed or desired as well. Teachers communicate progress with parents via report cards, newsletters, and/or Class Dojo or Scholastic SeeSaw communication apps.

There are other opportunities for parental involvement at Dawson Elementary School. Families and other guests are invited to our Sobrato Early Academic Language (SEAL) model gallery walks, where they can visit their child's classroom and ask questions as students showcase their learning. Dawson holds Parent Education Classes through Fresno County Superintendent of Schools (FCSS) related to Parent Involvement training, including for this year classes on Understanding Title I and Its Services, Internet Safety, Social & Emotional Changes, Family Literacy, Positive Attitudes, and Understanding Tests: CAASPP, ELPAC, and Report Cards. These meetings are also posted on the indoor/outdoor enclosed bulletin boards and communicated through AERIES Communication. Parents may also volunteer in classrooms or for class field trips. Additionally, Dawson Elementary also sends home a monthly newsletter called "Home & School Connection". It includes articles that provide several activities and strategies that parents can use at home to further benefit their child's education and are written to help Dawson Elementary staff and parents work together for school success. Dawson Elementary also has a school website page on the CHUSD website and parents may reach out to school staff via email. For further information regarding parent opportunities for involvement, please contact our Dawson office at (559)935-7580.

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

Dawson Elementary School reviews and updates its Safety Plan annually. The plan is reviewed, discussed, and updated with the Site Leadership team and SSC in October, ELAC during the second meeting of the year, and all school staff are trained on the plan annually in August during a Staff Professional Development training. Emergency drills are conducted to prepare students and staff in the event of an emergency. Students and staff participate in monthly fire drills and quarterly earthquake drills, lockdown drills, shelter-in-place (HAZMAT) drills. Dawson strives to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. Behavior expectations are taught school-wide and discipline is used as a means to change behavior rather than relying on exclusionary practices. Active supervision is taught to all staff as a means to be proactive and preventative. Teachers supervise students before school, after school, during recess, and in the cafeteria. Students and staff are trained in PBIS and the Time To Teach positive discipline system, which sets predetermined boundaries with a positive approach helping students with accountability for their actions. PBIS and Time to Teach are built on a mutual respect for the teacher and student that ensure that teachers can teach and students can learn. It creates a positive classroom environment and school climate. Select Dawson Elementary staff members are also training in Nonviolent Crisis Intervention. All visitors to the Dawson campus are required to check in at the school office, have their identification verified through our Raptor Technology system, and obtain a visitor's pass. A joint effort between students and staff help keep the campus clean and litter free. Site staff surveys their campus as the first order of business each day. They ensure the campus is clean, any vandalism is corrected, that the campus is presentable and, most importantly, safe. This site's Safe School Plan was reviewed with site staff in August 2019, and all updates will be communicated and reviewed in January, 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.0	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.1	5.0	6.6
Expulsions Rate	0.5	0.3	0.1

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)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	7	1										
2	23		8		26		8		25		9	
3	22		9		22	1	8		24	1	8	
Other**	13	1			12	1			11	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	15	26

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of CAASPP data, PBIS data and other assessment data. Teachers at Dawson participate in professional training courses designed to support educational priorities and objectives. Staff Professional Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel. The major areas of focus are in literacy, mathematics, and English Language Development for all content areas.

Dawson teachers improve teaching skills and learn concepts by participating in professional conferences and workshops throughout the school year. At these conferences and workshops they discuss instruction, classroom practices, and innovations in education. We determine the areas of focus for staff development through analysis of student achievement data and collaboration with teachers. Dawson has participated in staff development for the SEAL model, Reader's and Writer's Workshops, Guided Reading, Math Number Talks, Data Team process, and Kagan Structures to enhance instructional practices. Positive Behavior Intervention Support (PBIS) and Time To Teach classroom management trainings have been offered and taken by staff to create positive learning climates and improve student behavior on our campus. We also have coaching for Instructional Technology with our district coach and offer after-school technology trainings. Dawson also participates in SEAL module training and unit development day support training. Additionally, during weekly Professional Learning Community (PLC) meetings, teachers share their best practices with one another addressing the students' varied achievement levels. Dawson is currently implementing their second year in the Sobrato Early Academic Language (SEAL) model, which is a research-based PreK-3rd grade model designed to develop the language and literacy skills of Dual Language Learners (DLLs) and to close the achievement gap between language learners and their native-English speaking peers by 4th grade.

New-to-the-profession teachers are also supported through a Teacher Induction Program and with new teacher support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal Induction Program via Fresno County Superintendent of Schools (FCSS). Teachers participating in this program receive support from a trained support provider for two years. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request. Support Providers (SP) attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities as well.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,302	\$46,208
Mid-Range Teacher Salary	\$76,673	\$72,218
Highest Teacher Salary	\$90,653	\$92,742
Average Principal Salary (ES)	\$101,968	\$134,864
Average Principal Salary (MS)	\$104,986	\$118,220
Average Principal Salary (HS)	\$115,053	\$127,356
Superintendent Salary	\$149,476	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7563.12	1154.19	6408.93	77,106.38
District	N/A	N/A	8970.47	\$72,738.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.3	5.8
School Site/ State	-15.8	5.5

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.

Types of Services Funded

Dawson Elementary School used general education funds for teachers, administrators, textbooks, instructional supplies, utilities, postage, copies, and clerical services. We also received state and federal funds and used them for teacher training, intervention aide training and salaries, and student instructional supplies to support a variety of educational programs.

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.