

# Hemmerling Elementary School

1928 W. Nicolet St. • Banning, CA 92220 • (951) 922-0254 • Grades K-5

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<http://hemmerling.banning.k12.ca.us/>

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

### **Banning Unified School District**

161 W. Williams Street

Banning CA, 92220

(951) 922-0201

[www.banning.k12.ca.us](http://www.banning.k12.ca.us)

### **District Governing Board**

Jason Smith

**President**

Leslie Sattler

**Clerk**

Mayra Anguiano

**Trustee**

Lucia Martinez-Lara

**Trustee**

Laura Troutman

**Trustee**

### **District Administration**

Natasha Baker, Ed. D.

**Superintendent**

Veronica Pendleton, Ed. D.

**Interim Director, Educational  
Services**

Barbara Wolford, Ed. D.

**Director, Student Services**

Catherine Bagnara

**Director, Fiscal Services**

Cornell Williams

**Director, Maintenance, Operations  
and Transportation**

Lolita Mediano

**Interim Director, Nutrition Services**

Mac Patel

**Director of Information Technology**

Sandra Khodadadi

**Coordinator, Human Resources**

Michael O'Neill, Ed. D.

**Interim Coordinator of Instruction**

Janet Gray, Ed. D.

**Title IX Equity Coordinator**

Christina Hoff

**Supervisor, Fiscal Services**

### **School Description**

Hemmerling Elementary School is located in the City of Banning, California with a population of approximately 27,000 residents. Hemmerling is one of four elementary schools in the Banning Unified School District. The school was built in 1957 and was named after Robina Hemmerling, an educator, in honor of her service to education in the San Geronio Pass Area. There are approximately 586 students in Kindergarten through Fifth grades. Enrollment ratios for the elementary grades are as follows: Kindergarten 24/1; 1st – 3rd Grades 24/1 and 30/1 in Fourth and Fifth Grades. In Kindergarten, we offer a Full Day Program to expose students to academic and social concepts. Significant subgroups represented on campus include Hispanic, Socio-Economically Disadvantaged (SED) and English Learners. Enrollment by ethnicity is as follows: Hispanic 56%; American Indian 6%; Asian 5%; Filipino 1%; African American 8%; White 22% and Other 2%.

Hemmerling is a Title 1 school which has one to one computers in second through fifth grade, three to one computers in first grade, and an iPad cart for kindergarten and a computer cart for two SDC classes, a Library, 23 general education classrooms, two SDC classes, a resource room for RSP and Speech therapy, one full time counselor, a part-time MFT intern, and an ISI/ATS room. The school focus is to deliver quality instruction through state and district adopted curriculum with the support, guidance and supervision of highly qualified teachers. We have implemented an intervention time for all grade levels where students can receive help with their specific needs. Data analysis and assessments are used at all grade levels to guide instruction and all students participate in district-wide and state assessments (District Benchmarks, SBAC in grades 3-5, and ELPAC)

Intervention meetings, such as Parent Conferences, Behavior Intervention meetings, Student Success Teams (SST), Tier II Support meetings, and Individualized Education Program (IEP) meetings help coordinate student eligibility for intervention, academic tutoring, Resource services, Speech and Social-emotional counseling services.

Hemmerling School has developed a strong commitment to parent involvement through active participation in groups such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Helping Hands parent group and the Sunshine Committee. These groups also help to form school goals, create school events and share in the overall academic success of all Hemmerling students.

### **Principal's Message**

This annual report to the community is aligned and based upon the basic beliefs and goals of the Banning Unified School District. I have addressed all of the requirements specified by law around these beliefs and goals. The data reflects our 2018-2019 school year. I hope this report card will provide you with valuable information about our students, staff, and school.

### **Mission Statement**

We are committed to fostering a school that is passionate about the academic success of each student. Hemmerling students are AVID (Advancement Via Individual Determination)!

We embrace the belief that every student is capable of achieving high standards for academic and social success. We stand firm in "No Excuses!" We will collaborate to provide an inspiring, safe, and supportive environment. We believe that every student has the potential to attend college and are prepared as a school community to evaluate, reflect, and take action to ensure learning for ALL!

## 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	97
Grade 1	92
Grade 2	91
Grade 3	97
Grade 4	96
Grade 5	87
<b>Total Enrollment</b>	<b>560</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	3
Asian	4.3
Filipino	1.4
Hispanic or Latino	67.1
White	15.4
Two or More Races	2.5
Socioeconomically Disadvantaged	85.9
English Learners	19.8
Students with Disabilities	13.2
Homeless	6.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Hemmerling	17-18	18-19	19-20
With Full Credential	26	26.25	26
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Banning Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Hemmerling 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)

### Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing on September 27, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2018-19 school year.

### Textbooks and Instructional Materials

Year and month in which data were collected: 11/26/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, California Wonders - 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin, California Adoption - Go Math- 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin, Discovery Works - 2001 (K-4), MacMillan/McGraw-Hill, California Science -2009 (5-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly, History Social Science - 2018 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)

Hemmerling Elementary School provides a safe, clean environment for students, staff, volunteers, and visitors. The school facility includes 26 classrooms, a multipurpose room, a library, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Site Administration, Custodial staff, and Security Guard monitor site for needed repairs and report repairs needed. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. Hemmerling is "good" in repair status on the Facility Inspection Tool (FIT).

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/25/2019

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	Fair	ROOM 3: WATER STAINED CEILING TILES. ROOM 12: WATER STAINED CEILING TILES. NURSE: WATER STAINED CEILING TILES. ROOM 22: WATER STAINED CEILING TILES. CARPET HAS WAVES. ROOM 24: WATER STAINED CEILING TILES. CEILING TILE IS BROKEN. ROOM 25: WATER STAINED CEILING TILES. WALLPAPER IS TORN. ROOM 26: WATER STAINED CEILING TILES. ROOM 27: CARPET HAS WAVES AND WORN.

		ROOM 17: WATER STAINED CEILING TILES. ROOM 16: WATER STAINED CEILING TILES.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	GIRLS RESTROOM: EXHAUST FAN IS NOT WORKING.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	ROOM 5: FAUCET HAS LOW PRESSURE.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ADMIN: PAINT IS CHIPPING ON EAVES. ROOM 8: PAINT IS CHIPPING ON EAVES. ROOM 23: PAINT IS CHIPPING ON SIDING. ROOM 24: PAINT IS CHIPPING ON SIDING. ROOM 25: PAINT IS CHIPPING ON SIDING AND RAMP. ROOM 26: IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS CHIPPING ON SIDING.
<b>Structural:</b> Structural Damage, Roofs	Good	ROOM 5: DOWN SPOUT IS DISCONNECTED.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 23: TRIP HAZARD AT ASPHALT/RAMP SEAM. DOOR GOUGES THE RAMP. ROOM 24: TRIP HAZARD AT ASPHALT/CEMENT SEAM. ROOM 25: TRIP HAZARD AT ASPHALT/RAMP SEAM. ROOM 26: TRIP HAZARD AT ASPHALT/RAMP SEAM. ROOM 27: TRIP HAZARD AT RAMP ENTRY. PARKING LOTS: TRIP HAZARDS THROUGHOUT.
<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

### 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	26	25	26	25	50	50
Math	18	15	15	15	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	15.9	20.5	19.3

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	280	273	97.50	25.00
Male	161	156	96.89	18.71
Female	119	117	98.32	33.33
Black or African American	15	14	93.33	14.29
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	31.25
Filipino	--	--	--	--
Hispanic or Latino	198	192	96.97	24.48
White	34	34	100.00	32.35
Two or More Races	11	11	100.00	30.00
Socioeconomically Disadvantaged	245	238	97.14	24.05
English Learners	72	70	97.22	20.00
Students with Disabilities	62	62	100.00	1.61
Homeless	20	19	95.00	5.00

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	280	274	97.86	14.65
Male	161	157	97.52	16.56
Female	119	117	98.32	12.07
Black or African American	15	14	93.33	14.29
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	37.50
Filipino	--	--	--	--
Hispanic or Latino	198	193	97.47	10.88
White	34	34	100.00	24.24
Two or More Races	11	11	100.00	9.09
Socioeconomically Disadvantaged	245	239	97.55	13.03
English Learners	72	71	98.61	12.68
Students with Disabilities	62	61	98.39	3.28
Homeless	20	20	100.00	0.00

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)

Hemmerling School is committed to proactive parent involvement through active participation in our school's committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), and our Helping Hands parent volunteer group and Sunshine Committee. These groups also help form school goals, create school events and share in the overall academic success of all Hemmerling students. Parents and the community are very supportive of the educational program at Hemmerling Elementary School. Parents are encouraged to participate in Open House, Back to School Night, parent conferences, Coffee Sessions with the Principal, Family Math Night, Family Reading Night, AVID nights and other student activities.

#### 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

Safety of students and staff is a top priority at Hemmerling Elementary School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard. Visitors are required to check out at the school office upon departure and return their visitor's badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff 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 of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; 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. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for update are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	2.1	5.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	6.0
Expulsions Rate	0.0	0.1	0.0

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*	560.0

\* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	2		23		4		24		4	
1	26		4		23		3		23		4	
2	24		4		23	1	3		23		4	
3	22	1	3		22	1	4		23		4	
4	28		3		26		3		25	1	3	
5	23	2	1	2	27	1	3		23	1	3	
Other**					23		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	3	5	5

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers five staff development days annually for teachers to use for instruction and professional development.

Hemmerling School staff is offered professional development based on the needs of the teachers and students. There is collaboration with the district and PD has been focused on the use of Common Core standards (Reading, Math, and Social Studies), technology (iReady program) and curriculum alignment and pacing guide development. We offer off site conferences, on site weekly training (Smart Wednesdays), PLC data analysis, and one on one conferencing. The teachers are supported with data reporting, grade level collaboration days, principal walkthroughs and feedback.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,412	\$46,208
Mid-Range Teacher Salary	\$78,313	\$72,218
Highest Teacher Salary	\$100,417	\$92,742
Average Principal Salary (ES)	\$121,799	\$134,864
Average Principal Salary (MS)	\$128,693	\$118,220
Average Principal Salary (HS)	\$140,183	\$127,356
Superintendent Salary	\$234,271	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	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/](http://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	\$4534.53	\$320.56	\$4213.98	\$72,886
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-79.1	-4.8
School Site/ State	-51.3	2.1

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**

Hemmerling Elementary School has 1 full time counselor and 1 full time MFT intern therapist who provide service with students for behavior management and individual and group counseling on issues impacting school success. A tech 1 was hired to work with students in the capacity of a health aid, as well as to help with attendance.

**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.