

Ron Hockwalt Continuation Academies

476 South Lemon Ave. • Walnut CA, 91789 • (909) 594-0776 • Grades 9-12

Donna Hunter, Principal
dhunter@wvusd.k12.ca.us
<http://www.ronhockwalt.org/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Walnut Valley Unified School District

880 S. Lemon Ave.
Walnut, CA 91789
(909) 595-1261
www.wvusd.k12.ca.us

District Governing Board

Helen Hall - President
Tony Torng - Vice President
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**Assistant Superintendent,
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Principal's Message

It is my pleasure to welcome you to the Ron Hockwalt Academies' Annual School Accountability Card. In accordance with Proposition 98, every school in California is required to issue an Annual School Accountability Record Card that fulfills state and federal disclosure requirements. Parents and students will find this information valuable to better understand our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and facility condition.

Ron Hockwalt Academies provides students and staff with a welcoming, caring environment. Students are actively involved in developing their academic skills while acquiring positive character traits. The curriculum is standards' based and is taught by professionals committed to meet each student's individual needs. Summative and formative assessments are conducted to properly guide best instructional practices.

All staff are committed to provide the best educational program possible for our students. Community input is desired and is always welcomed. Staff and parents will continue to work together to ensure the success of all students.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

School Profile

Ron Hockwalt Academies is located in the southern region of Walnut and serves students in grades nine through twelve following a traditional calendar. During the 2014-2015 school year, 26 students were enrolled, including 23% in special education, 12% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch.

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 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 at (909) 594-0776 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	5
Grade 11	5
Grade 12	15
Total Enrollment	26

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.4
Asian	19.2
Hispanic or Latino	42.3
White	19.2
Two or More Races	3.8
Socioeconomically Disadvantaged	34.6
English Learners	7.7
Students with Disabilities	19.2
Foster Youth	7.7

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			
Ron Hockwalt Continuation Academies	13-14	14-15	15-16
With Full Credential	3	4	4
Without Full Credential			
Teaching Outside Subject Area of Competence	1	0	0
Walnut Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	681
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Ron Hockwalt Continuation	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	100.0	0.0
High-Poverty Schools	0.0	0.0
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 2015-16)

Instructional Materials

All textbooks used in the core curriculum at Ron Hockwalt Academies are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 16, 2015, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Walnut Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: September, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2012 Pearson Prentice Hall, Literature The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2008 Glencoe/McGraw-Hill, Algebra 2 2007 Glencoe/McGraw-Hill, Geometry 2007 McDougal Littell, Geometry 2005 Pearson Prentice Hall, Algebra I 2005 Pearson Prentice Hall, Pre-Algebra The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 Glencoe/McGraw-Hill, Biology: The Dynamics of Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2007 Holt McDougal, Modern World History: Patterns of Interaction 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 Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site staff ensure that the repairs necessary to keep the classrooms in good condition are completed in a timely manner. A work order process is used by district staff to communicate non-routine maintenance requests.

Every morning before school begins, the district custodian inspects the classrooms for safety hazards or other conditions that need attention prior to students and staff entering the facility. The district custodian is assigned to Ron Hockwalt

Academies and is responsible for:

- Classroom cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description Year Built Acreage 5.1 Square Footage 23,687 Quantity Permanent Classrooms 2 Portable Classrooms 0 Restrooms (sets) 3 Staff Lounge/District Office Lounge 1

Deferred Maintenance

Ron Hockwalt Academies participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

The district's maintenance department inspects Ron Hockwalt Academies on an annual basis in accordance with Education Code §17592.72(c)(1). Ron Hockwalt Academies uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, June 12, 2015. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2015-2016, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 12, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	36	72	44
Math	0	68	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--		--	85		84	59		56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	--
Male	--
Female	--
Black or African American	--
Asian	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	16	14	87.5	21	43	36	0
Male	11		9	56.3	--	--	--	--
Female	11		5	31.3	--	--	--	--
Black or African American	11		2	12.5	--	--	--	--
Asian	11		1	6.3	--	--	--	--
Hispanic or Latino	11		8	50.0	--	--	--	--
White	11		1	6.3	--	--	--	--
Two or More Races	11		2	12.5	--	--	--	--
Socioeconomically Disadvantaged	11		5	31.3	--	--	--	--
English Learners	11		1	6.3	--	--	--	--
Students with Disabilities	11		2	12.5	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	16	14	87.5	86	7	0	0
Male	11		9	56.3	--	--	--	--
Female	11		5	31.3	--	--	--	--
Black or African American	11		2	12.5	--	--	--	--
Asian	11		1	6.3	--	--	--	--
Hispanic or Latino	11		8	50.0	--	--	--	--
White	11		1	6.3	--	--	--	--
Two or More Races	11		2	12.5	--	--	--	--
Socioeconomically Disadvantaged	11		5	31.3	--	--	--	--
English Learners	11		1	6.3	--	--	--	--
Students with Disabilities	11		2	12.5	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), email, and the school marquee. Contact the school office at (909) 594-0776 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
 Classroom Supporter

Committees
 Parent Group
 Parent Advisory Group
 School Site Council

School Activities
 Back to School Night
 Senior Parent Night
 Open House

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

The Comprehensive School Site Safety Plan was developed for Ron Hockwalt Academies in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	12.12	18.18
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.98	1.83	1.42
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	1	3	6	1	4	3						
Math			3			4						
Science			4			4						
SS	1	4	5	1	3	4						

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	60

* 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.

Professional Development provided for Teachers

All training and curriculum development activities at Ron Hockwalt Academies revolve around the California State Content Standards and Frameworks. During the 2014-2015 school year, Ron Hockwalt Academies held staff development devoted to:

- Leadership Summit
- Math Articulation
Common Core Math
Common Core Language Arts
- Science Articulation
- Positive Behavior Intervention Systems (PBIS)
- Edgenuity Training

Decisions concerning selection of staff development activities are performed by the principal and all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ron Hockwalt Academies supports ongoing professional growth throughout the year on Ron Hockwalt Academies teacher have a common prep and Fast Friday early out for teacher collaboration and articulation. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as

- 1) a supplement to site-based staff development,
- 2) for reinforcement of or follow-up on previous training, or
- 3) follow-up training for newly implemented programs/curricula. During the 2013-14 school year, Ron Hockwalt Academies's teachers attended the following events hosted by the Walnut Valley Unified School District:

- H.S. Textbook Adoption
- Language! Workshop
- Common Core State Standards
- Articulation Planning

Ron Hockwalt Academies offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$43,062
Mid-Range Teacher Salary	\$67,980	\$67,927
Highest Teacher Salary	\$94,790	\$87,811
Average Principal Salary (ES)	\$108,259	\$110,136
Average Principal Salary (MS)	\$116,368	\$115,946
Average Principal Salary (HS)	\$128,652	\$124,865
Superintendent Salary	\$244,140	\$211,869
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	5%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				92,147
District	♦	♦		\$75,800
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District				19.5
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery
- Special Education

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	20	56	13	36	50
All Students at the School	0	0		0		0

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ron Hockwalt Continuation Academies	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
Walnut Valley Unified School District	2012-13	2013-14	2014-15
English-Language Arts	79	79	56
Mathematics	88	89	63
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ron Hockwalt Continuation Academies	2011-12	2012-13	2013-14
Dropout Rate	1.40	1.30	1.60
Graduation Rate	97.87	98.25	98.09
Walnut Valley Unified School District	2011-12	2012-13	2013-14
Dropout Rate	1.40	1.30	1.60
Graduation Rate	97.87	98.25	98.09
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	114.29	99.67	84.6
Black or African American		98.18	76
American Indian or Alaska Native		100	78.07
Asian		99.55	92.62
Filipino		100	96.49
Hispanic or Latino	100	99.69	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	200	100.71	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	100	108.51	61.28
English Learners		87.83	50.76
Students with Disabilities	100	129.13	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

Workforce Preparation Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Ron Hockwalt Academies' technical and career education programs. The counselor meets at least twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Ron Hockwalt Academies offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2015-16 school year, Ron Hockwalt Academies offered the following career technical education programs as elective courses:

- Careers in the Music Industry
- Computer Graphic Arts

Ron Hockwalt Academies receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Ron Hockwalt Academies to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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, the county, and the state. 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.