



# Rancho Santa Gertrudes Elementary School

11233 East Charlesworth Road • Santa Fe Springs, CA 90670 • (562) 692-0841 • Grades K-6

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<http://losnietosges.losnietos.k12.ca.us/index.jsp>

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



### Los Nietos School District

8324 South Westman Ave.

Whittier, CA 90606

(562) 692-0271

<http://www.losnietos.k12.ca.us/>

### District Governing Board

Maritza Nieves, President

Nicholas Aquino, Vice President

Catherine Martinez, Clerk

Evelyn Avdalyan, Member

Emilio Sosa, Member

### District Administration

Jonathan Vasquez

**Superintendent**

Douglas C. McMasters

**Assistant Superintendent of  
Business Services**

William W. Gideon Jr.

**Assistant Superintendent of  
Curriculum & Instruction**

Raymond Tan

**Director of Special Education &  
Pupil Services**

Rafael Salazar

**Director of Maintenance &  
Operations**

Cathy Tang

**Director of Food Services**

### Principal's Message

Welcome to Rancho Santa Gertrudes Elementary School, where we continue to make great progress in building and enriching student learning through the teacher, parent, and community commitment to our children. We are a K-6 elementary school and are committed to meeting the specific needs of all students. Our program offers a full-day kindergarten with a student-teacher ratio of 24 to 1. Also, our K - 3 class size average is 24 to 1. Breakfast and lunch is provided free of charge for all students. Our school has a part-time library clerk and a school library stocked with a wide variety of books. We take great pride in offering an excellent after school program, Boys & Girls Club, and several school clubs that include: the Rancho Kindness Krew, Science Olympiad Club, and Chess Club. At Rancho, the stakeholders are important pieces of the puzzle in building the pyramid of success for our students and our school. Parents, teachers, students, support staff, and community all play a significant role to ensure that students perform to their potential, both academically and personally.

Currently, with an enrollment of approximately 358 students, Rancho prospers because of the efforts of our entire school community. We count on our talented, committed staff that are all highly qualified and work together to meet and exceed the high standards of the California Distinguished School title that we were awarded in 2004. Additionally, active supportive parents and neighborhood businesses are eager to support our school as part of our team. We have been proactive in meeting the needs of all students by implementing a Response to Instruction and Intervention model in language arts and math. To ensure that our English Learner population is achieving, we provide English Learners with a standards-based program to teach the English Language Proficiency Assessments for California (ELPAC) standards along with the California Common Core State Standards for Language Arts and Mathematics. All of our students benefit from curriculum programs that are aligned with the California Common Core State Standards.

Our vision is to build our community through education to ensure students are prepared academically and socially for future success.

Our mission is to:

- Provide a variety of learning strategies to meet or exceed the New California Common Core academic standards.
- Encourage critical thinking in all curricular areas.
- Value collaborative/reflective teaching and learning.
- Appreciate and respect the home culture of students.
- Maintain rules and procedures to ensure the physical safety of every child.

## Major Accomplishments

- Rancho's success includes the many volunteers who share their time, talent, and treasures. We have developed a new partnership with Menasha Corporation, Inc., this year. Rancho's collaboration with Menasha includes the Dollars for Doers volunteer program and the donation of holiday gifts for every student. Through the efforts of the Parent-Teacher Coalition (PTC), Rancho is able to provide classroom field trips, implement an enrichment program, upgrade classroom technology, and support the several clubs and events that we have on campus throughout the year.
- We continue to participate in the Los Angeles County-sponsored Science Olympiad. The fourth and fifth-grade students excel in this competition and have earned both silver and gold medals throughout their years of competition. Rancho students are also encouraged to be physically active. We work in partnership with the Boys and Girls Club in organizing after school events.
- Rancho values its community support and works closely with the City of Santa Fe Springs. Santa Fe Springs' commitment to its children has enabled Rancho to participate in many literacy, art, and safety programs. The city continues to work with us in providing a task force to assist with safety issues, opportunities for teachers to earn grants for art programs, outstanding literacy programs bringing authors to the school, and reading programs. Rancho has won first place in the Santa Fe Springs Library's Battle of the Books competition in 2017, 2013, 2012, and 2011.

## 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	50
Grade 1	46
Grade 2	52
Grade 3	47
Grade 4	60
Grade 5	48
Grade 6	55
Total Enrollment	358

## Teacher Misassignments and Vacant Teacher Positions at Rancho Santa Gertrudes 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.

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.3
Hispanic or Latino	96.4
Native Hawaiian or Pacific Islander	0.3
White	1.1
Socioeconomically Disadvantaged	79.6
English Learners	20.7
Students with Disabilities	20.9
Foster Youth	0.6
Homeless	31.8

## 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 Rancho Santa	17-18	18-19	19-20
With Full Credential	20	19	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Nietos School	17-18	18-19	19-20
With Full Credential	♦	♦	71
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2016–2017 school year and whether those textbooks covered the New California Content Standards.

### Curriculum

For more than several years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find information about the California State Standards for each subject at each grade level on the Web site of the California Department of Education (CDE). Please refer to the CDE FAQs for details about the new California standards.

### Computers

Computer skills and concepts at Rancho Santa Gertrudes School are integrated into the standard curriculum and aligned to the District Technology Use Plan, which prepares students for technological growth and opportunities. K-1 classrooms contain one iPad cart each for 1:1 device ratio to provide instructional assistance in language arts, math, social studies, and science. All 2nd - 6th grade classrooms have Chromebooks for each of their students representing a 1:1 device ratio. We also have a computer lab with 36 computers. Students are exposed to many different applications and computer resources, and they can work on a variety of projects on the computer related to what is being taught in the classroom. Also, there is a 65 inch monitor with an Apple TV device connected to the internet in every classroom. Software includes programs to develop critical thinking, digital media, mathematical problem-solving, word processing, and presentation skills. We have Wi-Fi access all over campus. All teachers have access to email and the Internet. They use computers to keep attendance, record grades, prepare report cards, and correspond via email with parents and colleagues.

## Textbooks and Instructional Materials

Year and month in which data were collected: July 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance: K - 6 Program Benchmark Education Company (2017)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions: K - 5 Program Houghton Mifflin Harcourt (2015) California Math-Course 1: 6 - 8 Program McGraw Hill Education (2015)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McMillan/McGraw Hill (2008) Grades K-5 Glencoe/McGraw Hill (2007) Grade 6  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace: (2007) Grades K-5 McDougal Littell: (2006) World History Grade 6  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)

Our school district takes great effort to ensure that all schools are clean, safe, functional and well-maintained for all our students, staff, and community members. All of our classrooms are air-conditioned. The restrooms are cleaned and stocked daily. We have a day and a night custodian who work closely with our district's maintenance staff to keep the campuses clean from litter and graffiti, as well as regularly check the playground equipment for safety hazards. Landscaping upkeep is maintained by the district maintenance team at all sites. During the summer of 2011, the school's roof was completely renovated. The school received a new security fence around the entire campus perimeter, including two new security gates at the entrance of the campus. To further increase school safety, the entryway of the school was redesigned and renovated, allowing for only one way in and one way off campus. In summer of 2014, the school fire and security system was updated. These improvements were made possible due to the passing of the Measure M Bond. During the summer of 2017, all classroom light fixtures were change to LD lights. In the summer of 2018, a staff parking lot was built allowing the front parking lot to be remodeled to allow parents drop and pick up their students right in front of the school. Rancho will receive further renovations from bond funds beginning the summer of 2020.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams Legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 4/23/2019**

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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### 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	42	45	45	49	50	50
Math	33	41	33	39	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.

### 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	194	193	99.48	44.56
Male	99	99	100.00	39.39
Female	95	94	98.95	50.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	189	188	99.47	44.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	165	164	99.39	43.29
English Learners	48	48	100.00	35.42
Students with Disabilities	31	31	100.00	22.58
Homeless	70	70	100.00	0.00

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.

### 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	17.6	26.5	29.4

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.

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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	194	193	99.48	41.45
Male	99	99	100.00	47.47
Female	95	94	98.95	35.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	189	188	99.47	41.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	165	164	99.39	40.24
English Learners	48	48	100.00	27.08
Students with Disabilities	31	31	100.00	25.81
Homeless	70	70	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)

We have many ways for parents to participate in our school. Parents can participate in the School Site Council (SSC), which works with administration and staff to help make financial decisions for the betterment of our school. Parents of English Learners are vital to our English Learners Advisory Committee (ELAC) and the outreach efforts on behalf of new families. Parents can join our Parent Teacher Coalition (PTC) to help with fundraising activities for our many school events, activities, and needs. Our PTC has raised funds to purchase iPads for the classrooms, transportation fees for field trips, entrance fees for our chess club, and prizes, medals and awards to celebrate our students' successes, and monthly staff appreciation events. Other opportunities for parent involvement are: Parent conferences, Back-to-School Night, Field Trip Chaperones, Classroom Volunteers, Student Study Teams, Family Learning Nights and many other morning and evening events hosted by Rancho's PTC.

### 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 the students and staff is a primary concern of the Los Nietos School District. Staff members monitor the school grounds before and after school, as well as during recess and lunchtime. Our campus is closed and visitors must enter the school through the main office and sign in. Once on campus, they sign in and receive a visitor's badge to wear throughout their stay on campus. Our discipline plan includes character education for all students and our discipline policy seeks to assure a safe and orderly environment for students and staff.

All schools in the district are in compliance with all laws, and regulations pertaining to emergency and disaster preparedness. All buildings within the district are in compliance with state earthquake standards. The district safety consultant inspects the school campus twice a year to look for safety hazards in classrooms, the cafeteria, the teachers' lounge, playgrounds, and the restrooms. Any hazards that are discovered are corrected immediately. The district safety committee meets multiple times a year to discuss safety issues, training, and other ways to help mitigate safety concerns. Rancho's comprehensive school safety plan is annually updated by March 1st of each school year. The school plans include disaster procedures, policies, discipline plan, and other safety information. The school plan is shared with the staff and we practice fire, earthquake, and lock down drills regularly. We have earthquake storage bins that include food, water, and emergency supplies. These bins are inspected annually and their contents are replaced as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.7	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.6	3.5
Expulsions Rate	0.1	0.0	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*	.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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	.5

\* 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	21	1	1		15	2	2		18	1	2	
1	24		2		24		2		22		2	
2	28		2		25		2		22		2	
3	25		2		27		2		22	1	1	
4	27		2		35			1	35			1
5	34			1	35			2	32		1	1
6	23	1	1	1	21	1	2		27		2	
Other**	10	2							10	2		

\*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		4	4

District and site leadership provide training and teacher support that is aligned to the state and the federal requirements. We review the content standards and regularly identify critical benchmarks that allow each student to meet or exceed grade level targets. The focus for the Los Nietos School District has been to develop a comprehensive literacy and math program that provides skilled instruction for all students and to group students according to their level. We provide advanced instruction for students who are at or above level and intensive support for students who need additional assistance.

District and site professional development days on early-release Tuesdays ensure consistent student support by grade level. We emphasize the development of initial literacy skills through the acquisition of complex reading comprehension and critical writing skills. Math is also aligned to the content standards, and we are emphasizing successful acquisition of early pre-algebra skills to prepare students for the higher levels of math in middle school.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$49,378
Mid-Range Teacher Salary	\$	\$77,190
Highest Teacher Salary	\$	\$96,607
Average Principal Salary (ES)	\$	\$122,074
Average Principal Salary (MS)	\$	\$126,560
Average Principal Salary (HS)	\$	\$126,920
Superintendent Salary	\$	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
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	\$9,288	\$3,690	\$5,598	\$76,100
District	N/A	N/A	\$5,310	\$78,411
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.3	-3.0
School Site/ State	-29.1	-2.0

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**

Both state and federal dollars are spent to support student learning, effective instruction, and standards-based curriculum implementation. General funds are used to provide instructional materials, support for professional development, and assessment programs. Title I funds support additional programs and resources such as a community outreach facilitator, staff professional development, academic counseling, tutoring intervention for students, and instructional materials to support achievement. Title II funds support ongoing professional development and collaboration in Professional Learning Communities. Title III funds support intervention for English learners outside of the school day, supplemental instructional materials, parent education opportunities, and high quality professional development and collaboration opportunities for staff.

**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.