



Paddison Elementary School

12100 Crewe St. • Norwalk, CA 90650 • (562) 868-7741 • Grades K-5

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

Little Lake City School District

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School Description

Principal's Message

Paddison Elementary School is located at 12100 Crewe Street in Norwalk. Paddison is a neighborhood school with deep roots in the Norwalk community. We have over 400 students attending transitional kindergarten through fifth grade. Many of our current students have older siblings who attended Paddison and have moved on to Lakeside or Lake Center Middle School. Some of our current students' parents were Paddison Panthers themselves. Families trust that their children will succeed at Paddison. According to our annual parent satisfaction survey, 97% of parents who responded to the survey were satisfied with Paddison as their child's school and 97% of respondents reported that there is good school-parent communication.

Funds made available by our district and site-based Local Control Accountability Plan (LCAP), make it possible for our school to provide a phenomenal educational environment where all members of our school community pursue excellence. Supplemental Concentration LCAP funds give us access to supplemental materials and make it possible for our staff to engage in meaningful professional development. We also use the funds to support student interventions and supports. It is a priority to promote student motivation and support parent involvement initiatives relevant to our school community. All of these elements are essential as we aim for the highest academic expectations. To support us in that endeavor, we foster a safe space in which our students develop socially and emotionally. We promote school-wide positive behaviors that maximize students' opportunities to be safe, responsible, respectful and kind.

We have a longstanding tradition of excellence. The California Department of Education recognized Paddison Elementary School as a 2020 California Distinguished School. The Educational Results Partnership along with the Campaign for Business and Educational Excellence identified Paddison as an Honor Roll School for the 2018-2019 school year. In 2016, we celebrated Gold Ribbon School recognition. The California Department of Education had, in 2012, named Paddison a Distinguished School and, in that year, we also received the Title I Academic Achievement Award. We are very proud of the work that goes into receiving each recognition.

Paddison Panthers are a proud family. Our motto embodies our spirit of continuous improvement "Good, Better, Best. Never let it rest. Until your good is better and your better is best!"

As Always, Go Panthers!

Dr. Lorena Martinez-Vargas, Principal

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	79
Grade 1	65
Grade 2	67
Grade 3	72
Grade 4	59
Grade 5	69
Total Enrollment	411

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	1
Filipino	1.5
Hispanic or Latino	91.7
White	2.9
Two or More Races	0.5
Socioeconomically Disadvantaged	74.2
English Learners	22.4
Students with Disabilities	15.8
Foster Youth	1.5
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 Paddison Elementary	17-18	18-19	19-20
With Full Credential	18	17	18
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Little Lake City School	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Paddison 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)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Paddison Elementary School has 18 regular classrooms, 9 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1957. Additions were constructed in 1997 and 2001. In 2008–2009, the new telephone system and public address system were installed. Landscape projects include planting grass in many dry patch areas for aesthetic purposes. Our expansive fields and play structures are maintained in good condition all year long. Outdoor lighting and wireless internet were installed throughout the campus this year.

Our two custodians clean each classroom every other day on an A/B schedule and the restrooms every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule. Projects for 2013-14 include obtaining wireless internet access school-wide.

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: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Interior and exterior of campus is regularly inspected and treated as needed for pest,gophers

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	New L.E.D. lights installed thru out exterior of the campus.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 mo.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field will be fertilized and seeded over Spring Break.
Overall Rating	Good	

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	62	53	57	56	50	50
Math	49	49	43	43	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	13.0	14.5	17.4

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.

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	198	197	99.49	52.79
Male	94	94	100.00	38.30
Female	104	103	99.04	66.02
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	183	99.46	51.37
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	157	100.00	50.32
English Learners	54	53	98.15	45.28
Students with Disabilities	34	34	100.00	14.71
Foster Youth	--	--	--	--
Homeless	13	13	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.

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	198	198	100.00	49.49
Male	94	94	100.00	47.87
Female	104	104	100.00	50.96
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	184	100.00	49.46
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	157	100.00	45.86
English Learners	54	54	100.00	42.59
Students with Disabilities	34	34	100.00	8.82
Foster Youth	--	--	--	--
Homeless	13	13	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)

At Paddison Elementary School, we value the contributions parents make to their children's education. Paddison's Local Control Accountability Plan - Parent Involvement (Supplemental Concentration LCAP #28) funds make it possible to financially support parent involvement efforts. With the funds, we purchase incentives and materials for family events and parents meetings. During the 2019-2020 school year, for example, we used LCAP #28 to help fund a Family Math Festival. Families are encouraged to attend important academic and social events scheduled throughout the school year such as our Family Math Festival, Back to School Night, Paddison's Jog-A-Thon, our Winter Program, Open House, Dads & Donuts/Moms & Muffins and our annual festivals. These events provide families an opportunity to experience aspects of our educational program and celebrate our students' achievements. We strive to welcome families to our campus. Our annual Parent Satisfaction Survey data shows that 97% of respondents confirm that they feel welcomed by the staff when they visit the school. Parents meet with teachers and discuss their children's academic progress during parent-teacher conferences, which take place in the fall for all students. Conferences also take place in the spring, providing the opportunity for parents and teachers of children who are academically at-risk to meet and discuss important situations and work together on next steps for improving academic achievement. Parents of students who are at-risk also participate in Student Study Team (SST) meetings. Parents of student with disabilities participate in Individual Education Plan (IEP) meetings. Parents of our English Learners who have met criteria for reclassification meet with the teacher and/or the principal to discuss what reclassification means and how parents can continue to support their child's academic achievement. When surveyed, 97% of parents are pleased with the progress their child is making towards meeting state standards. 97% of respondents are satisfied with Paddison as their child's school.

We recognizes all families as partners. First and foremost, we acknowledge that families support their children at home. We honor the contribution that parents and other family members make from home and we maintain communication via newsletters, notes, emails, and phone calls as needed. We are intentional and diligent in fostering communication between home and school. 100% of parents who responded to our annual Parent Engagement Survey confirm that they communicate with their child's teacher or other school personnel regarding their child's progress. Some parents and grandparents are able to partner with us as Volunteers. Volunteers are able to commit time during the school day to help with special events, help as chaperones, and give time with projects on campus. Some parents are willing and able to commit to school leadership and governance. These parents attend and participate in meetings including our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Paddison's Parent Teacher Organization (PTO) meetings.

Clear and consistent communication between teachers and families is essential to supporting all our students and promoting family engagement at school and at home. The family and school partnership benefits us all, especially our children. Let's keep working together!

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 is a primary goal at Paddison Elementary School. Paddison has a Comprehensive School Safety Plan (CSSP) that is updated for the 2019-2020 school year. Paddison's Comprehensive School Safety Plan documents the practices and procedures we have in place to keep students and staff safe--physically, socially, and emotionally. Our practices and procedures are communicated to parents as needed and when it is appropriate. The majority of our parents agree that Paddison provides a safe environment for students, 94% according to our parent survey. Our annual Healthy Kids Survey asks fifth grade students if they feel safe at school. Survey results for the 2018-2019 school year indicate that 99% of 5th graders felt safe at school. 92% reported feeling connected to someone at school. For the 2019-2020 school year, we are striving to increase the number of students who feel safe at school and are connected to someone at school.

The CSSP includes emergency procedures for a variety of disasters including earthquakes, lock-downs, and other potential emergencies. The document identifies exit route locations, response plans, and protocols to maximize safety for students, staff, and school visitors. The document is reviewed with staff each school year and with parent during our School Site Council (SSC) meeting. The plan is available in the school office. We practice fire drills once a month, earthquake drills three times a year, and annually train staff on emergency preparedness. Our training and planning is put to practice every year when our entire school community participates in a district-wide disaster drill. The exercise provides us the opportunity to discuss emergency preparedness with all our students and their families. Our school district has taken the lead on providing us with information and training on the most difficult situations including active shooter training.

Our school plan outlines daily practices that help keep our students and staff safe. Paddison is a closed campus. There is one point of entry for students at the beginning of the school day. The point of entry is open from 7:45am, when students enter the cafeteria for breakfast, until 8:15am, when the door closes. Students arriving after 8:15am enter through the main office where their late entry is logged. Adults are not allowed on campus during morning drop-off or after-school pick-up. Families are able to say good-bye to their children in the morning from outside the school gates and families wait for their children to be dismissed outside of the school gates. Visitors sign-in at the main office. Students who participate in after-school programs are closely monitored by program supervisors and picked-up by their parents at designated times and via designated spaces. The campus supervisors and principal monitor the campus facilities on a daily basis. Besides physical safety, our CSSP includes an overall plan for promoting a positive school climate and support students' social and emotional health. Paddison's staff implement Positive Behaviors Interventions and Supports (PBIS), a system of practices for engaging all members of the school community in abiding by clearly stated behavior expectations. Paddison's Local Control Accountability Plan - Student Motivation (Supplemental Concentration LCAP #33) funds make it possible for us to secure PBIS student incentives. In addition to PBIS, we implement a social emotional curriculum school-wide; we use Second Step. All the adults on campus take responsibility in maintaining a safe and kind school campus. In the event that there are conflicts, adults including teachers or the principal facilitate conflict resolution sessions. The adults on campus teach children that communication and kindness are essential elements in resolving conflict. When surveyed, 94% of parents agree that Paddison's school-wide discipline policy is effective.

At Paddison, we know that students are positioned to engage academically when they feel safe and if their social and emotional needs are met. We have a referral process to ensure all students in need of help are linked to appropriate support services. We have a Student Study Team (SST) that takes referrals for students in need of academic support and or social/emotional support. The SST monitors student progress. When emotional support is needed, we link the student and their family to, when possible, school-based services. We facilitate the connection between students and the resource that best meets their needs. We work with Turning Point interns, our school-based counselor and, when necessary, we will refer cases to service provider in the community.

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

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
Expulsions Rate	0.0	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.

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	23		4		19	2	3		24		3	
1	24		2		23		2		20	2	1	
2	23		3		23		3		24		2	
3	24		2		20	1	2		21	1	3	
4	29		1	1	28		1	1	30		1	1
5	28	1	1	2	25	1	2		33			2
Other**	10	1			32		1		12	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	8	8	8

Paddison educators pursue continuous improvement. All teachers and the principal engage in ongoing professional learning. Data Reflection Sessions (DRS) are our professional learning community platform. DRS takes place once a week at Paddison Elementary School. Sessions are organized by grade level with grades TK-2 and 3-5 meeting alternating weeks. Student work and other formative assessment data are analyzed. What we learn from DRS informs our instruction and helps identify areas of need both for student interventions and professional development. LCAP #7 funds make it possible to release teachers to collaborate by grade level and also to participate in vertical articulation. Led by our School Achievement Leadership Team (SALT), we hone in on specific evidence-based strategies to consistently implement across focus areas. We also focused our attention and instruction on increasing academic rigor across every grade level. Our SALT members have been critical in guiding our learning in Depths of Knowledge (DOK) and Thinking Maps. Site professional development includes our general education teachers and our special education teachers collaborating to bridge the achievement gap between general education students and students with disabilities. Dedicated collaboration time makes it possible for teachers to synthesize information from professional developments and identify the ways in which to effectively apply what we have learned to improve our practices and increase student learning.

District support makes it possible for new teachers work with district coaches, participating in math and English Language Arts coaching cycles. Through the training, they have the opportunity to develop their expertise with evidence-based strategies including Comprehensive Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) strategies. District support also makes it possible for all our teachers and the principal to participate in Next Generation Science Standards' training in collaboration with the UCLA Science Project.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$49,378
Mid-Range Teacher Salary	\$75,004	\$77,190
Highest Teacher Salary	\$96,596	\$96,607
Average Principal Salary (ES)	\$105,540	\$122,074
Average Principal Salary (MS)	\$109,356	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$181,373	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,088	3,008	8,080	80,671
District	N/A	N/A	8,199	\$77,084.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.5	3.5
School Site/ State	7.2	3.9

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

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

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.