



# Lakeland Elementary School

11224 Bombardier Ave. • Norwalk, CA 90650 • (562) 868-8887 • Grades K-5

Georgette Baltierrez, Principal  
gbaltierrez@llcsd.net  
www.llcsd.net

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

### Little Lake City School District

10515 South Pioneer Blvd.  
Santa Fe Springs, CA 90670  
(562) 868-8241  
www.llcsd.net

#### District Governing Board

Richard Martinez  
**President**

Gabriel Jimenez  
**Vice President**

Hilda Zamora  
**Clerk**

Janet Rock  
**Member**

Dora Sandoval  
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#### District Administration

William Crean, Ed.D.  
**Superintendent**

Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**

Manuel Correa  
**Assistant Superintendent, Business  
Services**

Monica Johnson  
**Assistant Superintendent,  
Educational Services**

Lauren Hernandez  
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Operations**

Khrystine Tat  
**Director, Fiscal Services**

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**Director, Technology**

### School Description

#### Principal's Message

Lakeland Elementary School is located at 11224 Bombardier Avenue in Norwalk, with approximately 330 students attending from Transitional Kindergarten through fifth grade. We are a neighborhood school where most students either walk or are driven by parents or family members. Our community includes single-family homes, condominiums, and apartment units. Students attending Lakeland Elementary matriculate to Lake Center Middle School and, once promoted from eighth grade, likely attend Santa Fe High School in the Whittier Union High School District.

We have a talented team of staff and parent volunteers who work closely together to ensure that our children receive the best possible education. Thirteen classroom teachers, additional interventionists, many support staff members, two custodians, office staff, and principal, make up the team of individuals dedicated to increasing the academic achievement of every child.

It is the dedication and hard work of the Lakeland Elementary School's professional staff that makes a difference for our children. Every Wednesday, teachers come together for additional training and planning. The primary focus has been instructional delivery, literacy development, writing, and real-world math application. Recently with the adoption of the new Common Core State Standards, we have purchased additional materials for our classrooms to support our literacy and math programs. Also, we are updating our library to reflect an increased emphasis on non-fiction. Every student has access to in-class Chromebooks. We are proud of the achievements we have made and the support our community provides us.

Lakeland Elementary School was named a California Distinguished School for 2014 and a 2016 California Gold Ribbon School. Further, the California Business for Education Excellence (CBEE) has named Lakeland to their Honor Roll multiple times, including the 2018-2019 school year. The CBEE recognizes schools that have demonstrated consistent high student academic achievement and have made significant progress toward closing achievement gaps among all students. In addition, Lakeland was awarded the GOLD Implementation Award by the California PBIS Coalition, California PBIS Coalition for successful PBIS implementation at the GOLD level. In addition to traditional academics, we also have various supplemental programs such as fine arts, physical education, music, and technology classes. Overall, 96% of parents surveyed are satisfied with their child's school.

We are proud of our accomplishments and in the fulfillment of our mission, "The mission of Lakeland Elementary School, as a vital child-centered community resource, is to provide a solid academic foundation of partnership with the community in order to develop responsible, literate, well-balanced citizens who have the skills to succeed and a positive attitude toward lifelong learning."

Georgette Baltierrez-Manohorathat, 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	69
Grade 1	68
Grade 2	50
Grade 3	51
Grade 4	42
Grade 5	66
Total Enrollment	346

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	2.6
Filipino	0.9
Hispanic or Latino	89.9
Native Hawaiian or Pacific Islander	0.3
White	2.6
Two or More Races	0.6
Socioeconomically Disadvantaged	78
English Learners	19.4
Students with Disabilities	7.5
Foster Youth	0.6
Homeless	6.9

## 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 Lakeland Elementary	17-18	18-19	19-20
With Full Credential	13	14	13
Without Full Credential	0	0	0
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 Lakeland 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	<p>Houghton Mifflin Language Arts Adopted 2003-2004 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Pearson Scott Foresman California Science Adopted 2007-2008 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Students receive instruction in the VAPA Standards but we do not use an adopted text.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeland Elementary School first opened its doors in 1950. Although most buildings are original, additions were constructed in 1997 and 2000. Its design is like no other in the district. Most of the classrooms enjoy beautiful windows from floor to ceiling, allowing students the opportunity to learn in a unique setting. Lakeland has 16 regular classrooms, seven portable classrooms, a multipurpose room, a library, and an administration building. In 2013-2014 school year Lakeland upgraded its outdoor lighting systems as well as installed wireless internet access throughout the campus. Office windows were also replaced.

The school is in good condition and is maintained by a staff of two diligent custodians. Work orders are placed to address safety, structural, and electrical issues. District personnel follow up on the work orders as necessary. We encourage every child to maintain a clean campus by assuming responsibility for their actions and working together.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Interior and exterior of campus is regularly inspected and treated as needed for pest,gophers
<b>Electrical:</b> Electrical	Good	New L.E.D. lights installed thru out exterior of the campus.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 mo.
<b>Structural:</b> Structural Damage, Roofs	Poor	In the planning phase for exterior paint.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field will be fertilized and seeded over Spring Break.
<b>Overall Rating</b>	<b>Fair</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	50	56	57	56	50	50
Math	49	47	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	15.9	27.0	7.9

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	159	158	99.37	55.70
Male	76	76	100.00	56.58
Female	83	82	98.80	54.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	143	99.31	54.55
White	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	53.66
English Learners	51	51	100.00	49.02
Students with Disabilities	19	19	100.00	10.53
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	158	99.37	46.84
Male	76	76	100.00	50.00
Female	83	82	98.80	43.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	143	99.31	44.06
White	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	45.53
English Learners	51	51	100.00	49.02
Students with Disabilities	19	19	100.00	21.05
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are encouraged to support the educational program at Lakeland Elementary School. Parent education classes/speakers are offered to our community. Gifted and Talented Education (GATE) meetings/newsletters keep parents abreast of issues as they relate to our GATE population. Classroom volunteers are encouraged and supported at Lakeland Elementary. Parents are informed about the school program through the principal's newsletter, Coffee with a Principal, our website, the Little Lake City School District Parent/Student Handbook, teachers' monthly newsletters, phone messages, and marquee notices. Moreover, parents may participate in site meetings such as School Site Council, English Language Advisory Committee, or Parent Teacher Association (PTA). In addition, we hosted a family STEM day, funded by LCAP 28, where parents participated in STEM activities with their children. It is our goal to work collaboratively to forge partnerships to enrich our students' school life. Parents know they are welcomed at Lakeland when they walk into our main office. 96% of respondents surveyed agree that they feel welcomed by staff when they visit and 94% of these respondents are aware of the opportunities for involvement, participation, and decision making.

Our PTA offers many parent volunteer opportunities helping with regularly scheduled activities, which promote educational distinction and build community and social awareness. With the help of our PTA and funds from LCAP 28, we held several events including, Spooky Story Night, Winter Wonderland, Parents and Pastries, and Family Game Night. Numerous programs and activities are enriched by the generous contributions made by community organizations such as Lifetouch Pictures, The Habit, Santa Fe Springs Library, Norwalk City Library, and others.

### 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

For the safety of the staff and children on campus, we monitor our campus daily. Our custodial staff ensures that when students arrive, the campus is safe. The school principal greets students as they enter the campus. We are a closed campus before school and during school hours. Only staff and pre-approved volunteers are permitted on school grounds during school hours. We lock our campus at 8:25 a.m. During the day, teachers report problems to the principal if necessary.

We revise our School Safety Plan annually. It includes procedures for emergencies and locations of exit routes. It is available in the office for public review and comment as needed. We share the plan with all staff during a school-wide staff meeting. We conduct regular emergency, fire, and earthquake drills, reflect on the drills and make changes as needed. Each staff member has assigned duties that are reviewed yearly. Emergency materials are inventoried and maintained in a secure location in case a need arises. In addition, we have periodic assemblies that focus on responsibility and safety while on campus. It is our goal to ensure our students are safe both physically and mentally.

We have a counselor assigned to Lakeland to assist students that may have further needs, or students may attend sessions with a Turning Point counseling provider. 98% of parents who were surveyed indicate Lakeland provides a safe environment for students.

Furthermore, Lakeland is in year 4 training and is in the process of implementing a school-wide PBIS framework, because the model approaches behaviors as skills that need to be developed. It approaches behavior as an instructional need and explicitly taught. The PBIS framework will create an effective and safe learning environment that improves teaching and learning at Lakeland.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
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		3		21	3	1		20	2	2	
1	25		1		26		2		26		2	
2	24		2		24		2		24		2	
3	23		2		25		1		24		2	
4	26		2		27		2		28		2	
5	31		2		33			2	33			2
Other**	24		1									

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

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



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Lakeland teachers participate in a wide variety of professional development activities at both the site and district level. During the 2018-2019 school year, all Lakeland teachers participated in three district-wide professional developmental days, which were focused on NGSS. Each Friday, during Data Reflection Sessions teachers, meet to discuss data, student progress, and methods and strategies to assist them. In addition, teachers have been provided professional development in many areas such as teaching to an objective, checking for student understanding, active student participation/engagement, effective interventions, Close Reading, literacy development and new California Common Core State Standards. The Little Lake City School District also provides teachers with many opportunities for professional development. In addition, we regularly look for more opportunities to grow as professionals. Members of our staff have attended Common Core conferences, attended New Generation Science Standards Conferences, are district leaders in regards to curriculum planning and assessment, and provide professional development to other educators in literacy and math instruction. Lakeland has several committees on staff focused on student achievement. Our Student Achievement Leadership Team participates in continuous data analysis, planning and leading professional development for our staff. focused on finding ways to increase student achievement. This year we have focused on vertical articulation in the area of mathematics and English Language Arts. LCAP 7 funds are used to provide teachers with pull out days for planning and vertical articulation. In addition this year, LCAP 7 funds will be used to send our Resource Specialist to The CARS Plus 2020 convention focused on professional development for educators that service children with exceptional needs. Together with our district math and ELA coaches, our teachers worked to develop lessons to best meet the needs of our students. Teachers meet twice a month during Data Reflection Sessions to discuss student progress and plan for upcoming lessons. In the spring of 2020, all teachers will receive professional development on Integrated ELD. Many of our teachers are master teachers for aspiring educators attending various colleges in the California State University system and guide them regarding the best instructional practices and teacher preparedness. Through our concerted efforts, we continually strive to provide the best educational experience for our students and to grow as professionals.

### 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/csl/](http://www.cde.ca.gov/ds/fd/csl/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,481	2,993	8,488	80,125
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	3.5	2.9
School Site/ State	16.8	3.4

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.