

# South Ranchito Dual Language Academy

5241 S. Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-5177 • Grades K-5

Melissa Garcia, Principal

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<http://sre.erusd.org/>

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



### El Rancho Unified School District

9333 Loch Lomond Dr.

Pico Rivera

(562) 942-1500

[www.erusd.org](http://www.erusd.org)

#### District Governing Board

Rachel Canchola

Jose Lara

Teresa L. Merino, Ph.D.

Gabriel Orosco

Aurora R. Villon, Ed.D.

#### District Administration

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**Superintendent**

Roxane Fuentes, Ed.D.

**Assistant Superintendent,  
Educational Services**

Mark Matthews

**Director, Human Resources**

Ruben Frutos

**Assistant Superintendent, Business  
Services**

Katherine Aguirre

**Director, Special Education**

### Principal's Message

Welcome to South Ranchito Dual Language Academy. Parents and staff work together to provide a safe and nurturing environment to maximize learning. We believe all students can and will learn. We provide a strong focus on literacy, encouraging students to read for enjoyment, and to use reading to seek information. Instruction is organized around the California State Standards in all subjects. South Ranchito receives Title I and LCFF funding.

In preparation for the 21st Century, South Ranchito teachers have been teaching to the new Common Core State Standards. By setting and enforcing rigorous and challenging standards and assessments; students at South Ranchito are being challenged on a daily basis in order to acquire the skills necessary to be successful in college, work and to compete in a global economy.

Parental involvement is a very important part of South Ranchito's educational plan. We encourage all parents to read with their children, to monitor their academic progress, and to participate in school functions. Our school and District also offers a variety of educational workshops for our community.

Our school also provides after-school tutorial services as well as Saturday School for all students and we encourage parents to communicate with their child's teacher or principal to receive these services.

### School Mission Statement

The mission of South Ranchito Dual Language Academy, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in a supportive environment. We are committed to providing an enriched curriculum with high expectations for all students which emphasizes the skills, concepts and processes necessary for the technological and cultural challenges of the 21st century. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and a technologically advanced society. All teachers at South Ranchito are highly qualified as specified by NCLB and teach with an emphasis on 21st-century skills of communication, collaboration, creativity, and critical thinking.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (562) 801-5177 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	95
Grade 2	87
Grade 3	90
Grade 4	89
Grade 5	106
<b>Total Enrollment</b>	<b>571</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.4
Hispanic or Latino	99.1
White	0.2
Socioeconomically Disadvantaged	90.4
English Learners	54.1
Students with Disabilities	9.1
Foster Youth	3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials

South Ranchito Dual Language Academy	13-14	14-15	15-16
<b>With Full Credential</b>	23	22	22
<b>Without Full Credential</b>	2	2	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
El Rancho Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	347
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School

South Ranchito Dual Language	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	96.0	4.0
<b>High-Poverty Schools</b>	96.0	4.0
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Avenues, Hampton-Brown (K-5) 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

South Ranchito Elementary School was built in 1952. It has 30 classrooms, a library with 3,500 books and 150 computers, and a cafeteria/multipurpose room that includes a stage. In addition, last year we purchased 35 iPads stored in a computer lab – K-5 students attend weekly computer literacy classes. In preparation for the new SBAC computer adaptive exams that are replacing the past CST paper/ pencil tests, the district purchased a classroom set of chrome books that our 3-5th grade currently utilizes on a weekly basis. Teachers and students have access to the Internet from their classrooms, and all school facilities, including the stage, are handicap accessible.

Students at South Ranchito enjoy the playground — which includes a jungle gym and an apparatus to build upper body strength as well as volleyball and basketball courts — foursquare, dodgeball, and tetherball areas, as well as relay lanes and hopscotch. South Ranchito is staffed with a head custodian and two night custodians. Night custodians also clean adjacent District offices.

El Rancho Unified School District sends groundskeepers on a rotating basis, one day per week. In 2009 our District added an additional parking lot and a drop-off area to improve safety and the traffic flow on the main street (Passons Blvd.). Parent volunteers as well as teacher volunteers assist in the daily morning drop off.

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

Year and month in which data were collected: 9/9/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/9/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	26.40	19.80	22.60

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	24	35	44
<b>Math</b>	16	22	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	42
<b>All Student at the School</b>	22
<b>Male</b>	24
<b>Female</b>	18
<b>Hispanic or Latino</b>	22
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	2
<b>Students with Disabilities</b>	20
<b>Foster Youth</b>	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	44	37	22	52	51	42	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	88	97.8	41	43	10	6
	4	88	86	97.7	49	30	15	6
	5	106	100	94.3	40	26	30	4
Male	3	90	44	48.9	52	39	5	5
	4	88	47	53.4	51	30	13	6
	5	106	56	52.8	43	23	32	2
Female	3	90	44	48.9	30	48	16	7
	4	88	39	44.3	46	31	18	5
	5	106	44	41.5	36	30	27	7
Hispanic or Latino	3	90	88	97.8	41	43	10	6
	4	88	86	97.7	49	30	15	6
	5	106	100	94.3	40	26	30	4
Socioeconomically Disadvantaged	3	90	82	91.1	44	41	11	4
	4	88	79	89.8	51	32	14	4
	5	106	92	86.8	40	27	28	4
Students with Disabilities	3	90	3	3.3	--	--	--	--
	4	88	4	4.5	--	--	--	--
	5	106	5	4.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	88	97.8	44	31	22	3
	4	88	87	98.9	34	53	10	2
	5	106	101	95.3	53	34	8	4
Male	3	90	44	48.9	48	30	18	5
	4	88	48	54.5	31	54	10	4
	5	106	56	52.8	54	32	9	5
Female	3	90	44	48.9	41	32	25	2
	4	88	39	44.3	38	51	10	0
	5	106	45	42.5	53	36	7	2

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	90	88	97.8	44	31	22	3
	4	88	87	98.9	34	53	10	2
	5	106	101	95.3	53	34	8	4
Socioeconomically Disadvantaged	3	90	81	90.0	46	30	21	4
	4	88	79	89.8	34	54	10	1
	5	106	93	87.7	54	34	8	3
Students with Disabilities	3	90	3	3.3	--	--	--	--
	4	88	4	4.5	--	--	--	--
	5	106	5	4.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement**

South Ranchito Dual Language Academy has a strong group of volunteers and community supporters. Volunteers help our staff prepare classroom materials, assist in the classroom, in the office, in school beautification projects, and in various school functions. The Parent-Teacher Organization (PTO) is actively involved in educational projects such as field trips and recognizing students for their efforts, and also host fundraising events such as the Scholastic Book Fair, Sees Candy Sale, Movie Night, Christmas Boutique, and other events that help to raise money for all students at South Ranchito Dual Language Academy.

Local, statewide, and national businesses and foundations also support South Ranchito Dual Language Academy with donations such as classroom library books and through various items such as dental services for families without insurance. The Cisneros Foundation donated a book bag to every kindergarten student. For the last three years, Nestle and Superior Grocers donated \$1,000 to our school to promote nutrition, health and wellness education.

We have a very active School Site Council and English Language Learner Council that meets the first Tuesday of each month. We also offer regular Parent Educational classes to our school community. This year our goal is to offer parent classes in the area of computer literacy. In addition, a parent survey was administered to parents online and support as well as access to a computer was provided by South Ranchito at our annual Back to School Night, in order to support parents and provide workshops on topics that they are interested in. Parents were interested in topics such as more information on assisting a parent with a child who has ADHD, anxiety, depression as well as improvement in their child's social skills and other topics such as bullying. Also, academically, parents were interested in improving their child's reading skills, especially in the area of reading comprehension, and the school's Accelerated Reader Program, writing and math skills, primarily in reasoning and word problems and receiving more information on the new California Common Core State Standards. Parents also chose school flyers as the best means of communication for these types of events.

Volunteer parents from our PTO run our after school and holiday student and community events, as well as our annual Talent Show and 5th grade activities and promotion. This year, volunteers are participating in the Response to Intervention (RTI) process. For more information on how to become involved at the school, please contact PTO Representative Monica Hernandez at (562) 801-5177.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

The School Safety Plan (SSP) was reviewed and updated in October 2015 by our school's Safety Committee comprised of a group of teachers who update the staff roster and duties, take inventory of safety supplies both in the classroom and in our district bin, and assist the principal in assigning teachers to specific duties, and plan our drills on our yearly school staff calendar. The SSP includes procedures for emergency situations, such as fire, earthquakes, and lockdown procedures. Our district was the recipient of the Readiness and Emergency Management for Schools Grant. The extent of our training is very comprehensive.

Staff members have been assigned specific roles during emergency procedures. We have monthly earthquake and fire drills (announced and unannounced) at various times during the school day. Each classroom has a backpack with emergency supplies.

Our school implements a closed-campus policy before the school day begins. School gates remain locked during school hours. All visitors must report to the main office and are to follow procedures as directed by office staff. Students are supervised at all times, including lunch and recess.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.84	4.02	3.32
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	21	21	1	1	2	4	5	3			
1	29	24	22			1	3	3	3			
2	29	27	24			1	3	4	3			
3	24	28	30	1			4	3	1			2
4	30	28	29				3	3	3			
5	31	28	28			1	4	4				3
Other		7			2							



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
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.

### Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences. At grade level meetings, teachers collaboratively develop a yearly plan to address Math and ELA standards and assessments. In addition, teachers at South Ranchito Elementary School conduct self-assessments of their grade level strategy implementation and identification for areas of improvement based on ERUSD's benchmark exams.

Due to our PI status, we have identified areas of focus that the principal, RTI coach, English Language Learner Representative, English Language Arts Curriculum Council, Math Curriculum Council, and Science Curriculum Council Representatives will address at our monthly staff meetings. Topics addressed will be:

- 1) Training all teaching staff on Close Reading and Text Dependent Questions with integrated focus on Performance Tasks.
- 2) Training all teaching staff on the Common Core Instructional Shifts in Math and the 8 Math Practices with a focus on Instructional Delivery.
- 3) Training all teaching staff on all 9 new ELD standards.
- 4) Providing Information and Training on professional learning communities for both ELA/ELD and Math.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,130	\$42,315
Mid-Range Teacher Salary	\$63,860	\$66,451
Highest Teacher Salary	\$81,231	\$85,603
Average Principal Salary (ES)	\$105,444	\$105,079
Average Principal Salary (MS)	\$104,056	\$111,005
Average Principal Salary (HS)	\$121,608	\$121,310
Superintendent Salary	\$198,996	\$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,238	\$152	\$4,086	\$73,230
District	♦	♦	\$1,536	\$69,720
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			166.0	6.0
Percent Difference: School Site/ State			-37.0	6.4

\* Cells with ♦ do not require data.



### **Types of Services Funded**

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.