Washington Elementary School

1250 K Street • Reedley, CA 93654 • (559) 305-7270 • Grades P-5
Greg Visser, Principal
visser-g@kcusd.com
https://washington.kcusd.com/

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Kings Canyon Joint Unified School District
1801 10th St
Reedley, CA 93654
559-305-7010
kcusd.com

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School Description

In 1891, the first school in Reedley was built and named Reedley Grammar School. In 1918, the school's name was changed to Washington Elementary. Washington Elementary School serves approximately 350 students in grades K-5 and included a staff of 15 teachers. In 2005, Washington added State Pre-School to their program which houses 40 preschool age students and received a 5 star status in 2014 and maintained a 5 star status in 2018. In 2018-19, Washington enrolled 165 students in an After-School Grant called ASES which we partner with Save the Children and the City of Reedley Parks and Recreation. That program continues in current year, serving approximately 160 students. In 2017-18, Washington received a grant that helps educate parents and supports children aged 3 through 5 years old through Save the Children who are not in preschool as well as maintaining the grant Birth- 3 year olds called Early Steps. Early Steps provides for in home services for 20 families.

School Mission Statement

Community, parents, staff, and students form a collaborative partnership in an effort to achieve the school's mission. The mission statement for Washington School is, "Believe to Achieve!" The school's goal is to pursue "excellence" through creating a positive and enriching academic environment, which provides successful learning opportunities for all.

School Vision

Staff, parents, students, and community are linked in a collaborative and supportive system that nurtures students' academic, emotional and social development through exemplary teaching in a learning environment committed to excellence.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	68
Grade 2	50
Grade 3	69
Grade 4	53
Grade 5	64
Total Enrollment	356

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	0.3
Hispanic or Latino	91.3
White	5.9
Two or More Races	0.8
Socioeconomically Disadvantaged	89
English Learners	39.3
Students with Disabilities	5.1

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 Washington	18-19	19-20	20-21
With Full Credential	15	14	18
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

All classrooms contain Engage New York adopted by our school board June 2014.   All 3rd Grade classrooms contain district adopted English Language Learner material that is written by our district and K-2nd Amplify ELD and 4-5th Grade English 3D and Imagine Learning.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pre-K - State Frameworks, Learning Foundations and Blueprints Engage New York, adopted 2014 - 3rd-5th Grade, Amplify K-2nd Grade **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Splash into Pre-K Engage New York, adopted 2014 K-5th Grade **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Amplify Science, 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Washington Elementary School has 19 classrooms, a cafeteria, a library, and an administration building. The main campus was built in 1949. Additional classrooms were constructed in 1954. Additional relocatable classrooms were constructed in 1987 and 1990.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	Currently no issues or concerns.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	52	N/A	50	N/A
Math	35	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	13	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Parent involvement and communication are essential to our school success. Washington Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. During a traditional school year, these activities take place on campus. Due to the COVID-19 pandemic, many of these activities took place virtually. Parents attend school functions, participate in parent-teacher conferences, volunteer in classrooms, chaperone field trips, various workshops and assist with other school activities. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC) and School Site Council (SSC) and English Learner Advisory Committee (ELAC) and Parent Advisory Committee (Pre-school Parents - PAC). The PTC at Washington is very active, organizing numerous extracurricular functions and conducting fundraising for field trips. Washington received a grant in 2016-2017 from Birth-3 years old from Save the Children that has a coordinator that visits homes of 20 families that have babies as well as Community for children 3-5 who are not in preschool. In the 2019-20 school year, Washington held several Parent education meetings focus on educational topics such as Math, ELA, Technology, Reading Instruction and Testing.
Parents of English Learners are able to participate in Puente a Tecnologia, which is a chromebook check out for the home with internet access. This program will help parents and students acquire English.

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, direct phone calling system and other regular communication activities. Translation is regularly provided. In addition, parent education classes and workshops are offered regularly. We also use an app called "ParentSquare" which sends notices immediately to parents phones.

Parents who would like more information on how to become involved may contact Principal Greg Visser at (559) 305-7270.

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 (School Year 2020-2021)

Safety of students and staff is a primary concern of Washington Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on August 7, 2020 and discussed with staff on August 7, 2020. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	2.1	5.4	3.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	2		26		2		26		2	
1	23		3		25		2		23		3	
2	26		2		22		3		25		2	
3	25		3		26		2		23		3	
4	31		2		25		3		27		2	
5	31		2		31		2		32		2	
Other**												

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Professional development at Washington Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, and peer reviews.

During the past three years, our teachers were trained in Kagan Strategies, Thinking Maps, Write From the Beginning, Amplify Science, Illuminate, Ed Caliber/Lessoneer, and Literacy Workshops. Buy Back days were focused on "Write from the Beginning", Instructional Strategies incorporating Online education, and English 3D language learner instructional strategies.

Teachers attended via Video/Conferencing "Taking Charge of Your Positive Direction" as well as individual one on one Video/Conferencing with Bert Freeman in 2018-19.

Staff and grade level meetings also provide regular opportunities for professional collaboration. The collaboration meeting take place Wednesday afternoons. The instructional focus for the 2020-21 school year is balancing online and in class instruction for the 3rd through 5th grades and Foundational Skills for the Kindergarten through 2nd grade levels.   Buy-back and early release days provide time for quality professional development with the new Common Core standards. Teachers were also trained in Positive Behavior Intervention Systems and the school entered their 6th year in the program during which they maintained the Fresno County Office of Education Model School "Gold" award.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,069	$49,782
Mid-Range Teacher Salary	$68,584	$76,851
Highest Teacher Salary	$100,131	$97,722
Average Principal Salary (ES)	$122,043	$121,304
Average Principal Salary (MS)	$129,489	$128,629
Average Principal Salary (HS)	$145,510	$141,235
Superintendent Salary	$213,358	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,656.41	$1,584.03	$7,072.38	$87,040.23
District	N/A	N/A	$7,619.64	$73,751
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.4	16.5
School Site/ State	-9.1	9.4

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

Types of Services Funded

- LCFF Supplemental/Concentrated Funds in support of reducing chronic absenteeism, PBIS, Parent Academy programs.
- State Lottery: funds used to provide materials, supplies and programs for all student
- Instructional Materials Fund (IMFRP): funds provided to purchase core state adopted materials and textbooks
- State Pre-School: provides eligible students a developmental program for Kindergarten Readiness
- After School Education and Safety Grant (ASES): provides after school programs for students
- Title I Part A: Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities.
- Title II Part A: Professional Development funds for teachers through the District
- Migrant Education: programs and services for identified Migrant Families and youth
- IDEA, Special Education: services for students who meet the required criteria
- Birth-3 year old Grant : provides for Parent Involvement and Education - from Save the Children
- Save The Children: supports implementation of literacy strategies during after school programs and physical health.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.