

# Gardenhill Elementary School

14607 E. Gardenhill Drive • La Mirada, CA 90638 • (562) 944-6128 • Grades K-5

Sarah Gilbert, Principal

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www.gardenhill.org



## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Norwalk-La Mirada Unified School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Sean M. Reagan Board President  
Chris Pflanzner Board Vice President  
Darryl R. Adams Board Member  
Margarita L. Rios Board Member  
Karen Morrison Member  
Jesse Urquidi Board Member  
Ana Valencia Board Member

#### District Administration

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**Assistant Superintendent, Human  
Resources**

### School Description

Welcome to Gardenhill Elementary School, where we have made great progress toward enriching student learning through the joys of reading and the experiences of successful writing. In 2016–2017, our staff worked together to provide many opportunities for students to engage in meaningful conversations about both fiction and nonfiction texts. In support of reading, our PTA gave each student a book at the holidays and our School Site Council (SSC) provided the funds needed for writing materials for our classrooms to help students prepare for the new Common Core Standards. Our students also learned new strategies for how to structure their writing in order to become successful authors. Another special writing event at Gardenhill is our “Math with the Principal” program. Teachers acknowledge students for demonstrating the monthly character trait and students engage in math activities with peers and the principal. We feel that our focus on reading and writing is opening up new worlds of discovery for our students and provides them with the skills needed to be successful in the real world. We value reading at school and at home. We challenge our students to read more at home with many of the reading computer programs our school has to offer such as “RAZ Kids” and “i-Ready.” We will be deeply focused on math in 2016–2017 school year, participating in the districts Math Campaign. Students are challenged to communicate, collaborate, create, and think critically about all subject areas.

We are continuing to provide our classrooms with more reading materials, and we are using assessment measures in order to better address the specific needs of our students. This provides our teachers with what they need to work more successfully with small groups of students.

One of the programs we are very proud of at Gardenhill is our intervention program. With 75% - 80% of students scoring in the Proficient and Advanced range, it is evident that grade level teams work as professional learning communities ensuring success for ALL students. Teachers analyze class work and assessments and give students extra practice and help whenever needed.

We were thrilled to be selected as a 21st Century School. This allows Gardenhill to use technology: Computers, chrome books, and iPads as a tool to help students analyze and comprehend the Common Core Standards and to help students develop projects that reflect their knowledge of the standards.

Our parent partnerships are strong! We had 100% participation in our PTA memberships, and our community events such as the Fall Festival and Summer Jam are an important part of our school culture. In partnership with our parents, the school raised over \$45,000 in 2015–2016, which was used to purchase more technology such as iPads and materials for Science, Technology, Engineering and Mathematics (STEM) education through Project Lead the Way (PLTW). PTA also has generously paid for an art instructor, and we now have a K - 5 music program at the school!

With the new budget challenges, we will continue to make parents are partners in education and maintain Gardenhill’s excellence in academics through coming together as a caring community committed to the academic, social and emotional growth of our children. Gardenhill is a great place to learn and serve!

## 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	111
Grade 1	108
Grade 2	146
Grade 3	145
Grade 4	125
Grade 5	123
<b>Total Enrollment</b>	<b>758</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.5
Asian	6.9
Filipino	0.9
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0.7
White	25.1
Two or More Races	2.8
Socioeconomically Disadvantaged	44.9
English Learners	6.2
Students with Disabilities	7.3
Foster Youth	0.7

## 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			
Gardenhill Elementary School	14-15	15-16	16-17
With Full Credential	31	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gardenhill Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2015-16 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
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	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 2016-17)**

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008, Project Lead the Way The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 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)**

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/24/2012				
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			
<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			
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	68	74	43	46	44	48
Math	43	62	25	29	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	85	82	54	52	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.5	30.8	34.2

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	122	119	97.5	82.4
Male	60	58	96.7	89.7
Female	62	61	98.4	75.4
Hispanic or Latino	69	67	97.1	77.6
White	38	37	97.4	91.9
Socioeconomically Disadvantaged	56	54	96.4	68.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	3	147	142	96.6	69.7
	4	124	123	99.2	70.7
	5	122	120	98.4	83.3
Male	3	78	75	96.2	66.7
	4	54	53	98.2	64.2
	5	60	58	96.7	81.0
Female	3	69	67	97.1	73.1
	4	70	70	100.0	75.7
	5	62	62	100.0	85.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	89	85	95.5	68.2
	4	81	81	100.0	67.9
	5	69	68	98.5	79.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	30	30	100.0	73.3
	4	22	21	95.5	85.7
	5	38	37	97.4	91.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	63.6
	4	52	52	100.0	55.8
	5	56	55	98.2	72.7

**School Year 2015-16 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 Met or Exceeded
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	11	11	100.0	63.6
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	147	142	96.6	76.1
	4	124	123	99.2	49.6
	5	122	120	98.4	57.5
Male	3	78	75	96.2	77.3
	4	54	53	98.2	52.8
	5	60	58	96.7	62.1
Female	3	69	67	97.1	74.6
	4	70	70	100.0	47.1
	5	62	62	100.0	53.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 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 Met or Exceeded
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	89	85	95.5	74.1
	4	81	81	100.0	43.2
	5	69	68	98.5	54.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	30	30	100.0	83.3
	4	22	21	95.5	61.9
	5	38	37	97.4	62.2
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	66	66	100.0	72.7
	4	52	52	100.0	40.4
	5	56	55	98.2	49.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	11	11	100.0	90.9
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We consider our parents as partners and rely on their volunteerism and community involvement in areas such as fund-raising, tutoring, teaching classes, mentoring and much more. We do require a background check and a TB test. However, the process is simple! Just pick up a volunteer application from the office today. Parents can join our SSC, which works with administration to help make financial decisions. Parents of English Learners are vital to our ELAC and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We provide field trips, special assemblies, and award programs through PTA fund-raisers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We always need new volunteers! For information about how you can get involved, call Wendy Biddle, our PTA president, or Bessie Ramirez, our school secretary, at (562) 944-6128 in order to be more connected with the Gardenhill Community.

### 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

At Gardenhill Elementary School we teach safety from the start of the new year. Students are introduced to our monthly character traits, have a bi-monthly character assembly, and are given "Caught Being T.R.R.F.C Tickets" for following our school rules. Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the side door and sign in at the office, where they receive a bright visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting, and it is approved using input from our advisory committees. We practice fire drills monthly; lockdown drills three times a year, and an earthquake drill once a year. We have a storage bin that houses school-wide disaster supplies, and each classroom teacher also has a backpack that holds emergency supplies.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.5	0.9	0.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	27	27				6	4	4			
1	27	27	27				5	5	5			
2	27	27	27				5	6	6			
3	29	26	26				4	5	5			
4	31	31	31				3	4	4	1		
5	34	34	34							4	4	4

### Professional Development provided for Teachers

Wednesday afternoons are a busy time at Gardenhill Elementary School, and it is on our Wednesday shortened days that Gardenhill staff meets in grade level teams, and as a staff, learning and becoming better instructional leaders. Wednesdays are also a vital time for team planning. The primary areas of focus for Wednesday staff developments focus around three areas: Common Core Standards, Common Core Assessments (formative and summative), and STEM Education. Because the Common Core Standards are new, Gardenhill teachers have spent many hours unpacking the new standards during staff meetings and substitute days to make sure they understand the level of complexity needed and the skills and knowledge needed for students to meet the new standards. Additionally, NLMUSD has adopted a new Common Core Mathematics textbook (Houghton Mifflin Math Expressions), writing materials (Lucy Calkin's Writing Units, and foundational K - 2 phonics materials (Engaged New York). NLMUSD is offering teachers' staff development in all 3 areas during various times of the year. To ensure Gardenhill students are meeting grade level essential standards, Gardenhill grade level teams also meet every other Thursday as a professional learning community during the school day to analyze data, discuss which students have met the essential standard, and plan for our daily intervention block. We continue this cycle by writing SMART goals for our formative and summative assessments. Additionally, Gardenhill teachers are diving into Science, Technology, Engineering & Math (STEM) education using the Project Lead the Way (PLTW) Launch curriculum. 11 teachers were trained in the past in San Diego as PLTW lead teachers. Building level training took place with all K - 5 teachers, and we continue to develop our knowledge on project-based learning during the year and in the Next Generation Science Standards. Grades K - 5 will have a minimum of two STEM modules this year. As you can see, Gardenhill values staff development, and we believe in learning and growing as professionals.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

\* 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8598.29	1643.81	6954.48	81,245.98
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-5.9	1.3
Percent Difference: School Site/ State			22.5	9.5

\* Cells with ♦ do not require data.

### Types of Services Funded

Gardenhill implements daily interventions in the Master Schedule to assist and support students. To help analyze student reading levels, teachers in grades K - 2 are provided a substitute teacher two times during the year to perform Developmental Reading Assessments (DRAs) on each student. This information is useful during our intervention component of the day. Technology programs which support our students in Reading and Language Arts include "Moby Max," "i-Ready" and "Scholastic Reading Counts" for Grades 3 - 5 and "RAZ Kids," "i-Ready," and "Reading Eggs" for K - 2. 12 Sessions of after school tutoring is also offered for our struggling EL students, Low SES students, and Foster Children by our Intervention Teacher. Finally, Gardenhill has chosen to implement Project Lead the Way, a STEM program, that integrates Science, Technology, Engineering and Mathematics in grades K-5. We feel it is important to be pioneers with the Next Generation Science Standards and to provide all students (especially girls) the opportunities to be scientists and engineers.

### 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 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.