



Harvest Elementary School

6514 W. Gettysburg Ave. • Fresno, CA 93723 • (559) 271-0420 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

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School Description

Harvest Elementary School, through a combined effort from parents, students, staff and the community, will create a challenging learning environment, encouraging high expectations for success through developmentally appropriate instruction that allows for individual difference and learning styles. We will promote a safe, orderly and supportive environment, empowering students to reach their full potential through life-long learning. At Harvest, we are committed to providing a strong foundation academically and socially for our students. Our mission is to create a positive learning environment with high expectations that students will thrive in as they continue to reach new heights.

Harvest Elementary School, named for the agriculture that is the economic base of the community, is located on the corner of Gettysburg and Bryan Ave. Built 13 years ago, Harvest currently educates approximately 744 students in grades Transitional Kindergarten through Sixth. Harvest is a Title 1 School with 67% of our students qualifying for free/reduced lunch. Harvest Elementary has 26 general education classrooms, 5 specialized academic instructors, one Fresno County Superintendent of Schools (FCSS) class and the only two Kindergarten Special Day Classes (SDC) in the District. Staffing includes 30 classroom teachers, a Library Media Clerk, Psychologist, Nurse and Nurse Aide, three full time Custodians (1 day, 2 night), Principal's Secretary, Clerk Typist II, two Speech Pathologists, fourteen Instructional Aides, three Kitchen Staff, Technology Aide, two music instructors, a part-time community liaison, an Instructional Support Coach (ISC), a Guidance Instructional Advisor (GIA) and Principal.

Harvest is in a unique location because of the district's planned K-12 complex currently under construction. Completed structures are Harvest Elementary School and Glacier Point Middle School to the south, sports stadium to the southwest, and the transportation building and yard to the west. Harvest is unique because it is a dynamic and continuously changing culture and truly represents the diversity of the district.

The guiding principles, goals, and objectives of Harvest are aligned with the district:

GUIDING PRINCIPLES

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	137
Grade 1	110
Grade 2	89
Grade 3	84
Grade 4	92
Grade 5	93
Grade 6	119
Total Enrollment	724

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.3
Asian	16.7
Filipino	2.6
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.0
White	13.1
Socioeconomically Disadvantaged	64.5
English Learners	13.8
Students with Disabilities	13.3
Foster Youth	1.1

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			
Harvest Elementary School	16-17	17-18	18-19
With Full Credential	27	27	37
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Harvest Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	6
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 2018-19)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</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>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Harvest sits on 20 acres and 53,000 square feet. It contains 36 classrooms at 34,227 sq ft, and 16 restrooms at 3,193 sq ft. The oldest main building was built in 2007. Current enrollment is 630. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At Harvest Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, trim, floor tiles, chipped formica), electrical (electrical covers), restroom/fountains (soap dispenser, faucets). The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/26/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	35.0	46.0	40.0	44.0	48.0	50.0
Math	31.0	34.0	28.0	31.0	37.0	38.0

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.

School Year 2017-18 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	368	362	98.37	45.86
Male	176	175	99.43	41.14
Female	192	187	97.40	50.27
Black or African American	31	31	100.00	38.71
Asian	68	66	97.06	54.55
Filipino	13	13	100.00	53.85
Hispanic or Latino	196	193	98.47	43.01
White	49	48	97.96	41.67
Two or More Races	11	11	100.00	72.73
Socioeconomically Disadvantaged	238	233	97.90	38.20
English Learners	81	79	97.53	41.77
Students with Disabilities	33	32	96.97	21.88

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.0	41.3	37.0

* 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: 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 2017-18 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	369	364	98.64	33.52
Male	176	176	100	35.23
Female	193	188	97.41	31.91
Black or African American	31	31	100	16.13
Asian	68	68	100	45.59
Filipino	13	13	100	30.77
Hispanic or Latino	197	193	97.97	31.61
White	49	48	97.96	31.25
Two or More Races	11	11	100	54.55
Socioeconomically Disadvantaged	239	235	98.33	29.79
English Learners	81	81	100	39.51
Students with Disabilities	34	32	94.12	21.88

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 2018-19)

Harvest Elementary offers many opportunities for Parental Involvement throughout the school year. These activities include monthly Parent Teacher Association (PTA) meetings/activities, Pastries with Parents, Classroom Volunteers, Structured Activities at Recess, Field Trips, School Site Council (SSC), English Learner Advisory Council (ELAC), Title 1 Meetings and helping with our annual Library Book Faire. There are also opportunities throughout the year for parents to read with students and share their culture and their professions through our school-wide Literacy Night and our College & Career Night. School events are available to the community including the school musical, choir performances, band performances, student showcases, Back to School Night and Open House. Harvest also offers adult education classes on English Language classes, nutrition classes, and a series through Public Broadcasting System (PBS) on strategies to academically help their students at home and workshops on Alternative Discipline, Internet Safety and Finances. We value our support and appreciate any time and talents that are given to our students.

Contact Person Name: Julie Shafer, Principal

Contact Person Phone Number: (559)271-0420

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

The Site Emergency Response Plan was prepared in compliance with Central Unified School District's Governing Board and the California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. The plan is devoted to the safety and welfare of the students of Harvest Elementary during all school hours. The major objectives of the emergency response procedures are to save lives and protect property in the event of an emergency or another disaster. Harvest has emergency plans for different scenarios from dealing with bloodborne pathogens, bomb threats to complete school-wide evacuations as well as how to appropriately clean classrooms. Students and staff participate in drills that are performed monthly for fire and earthquake and lockdown drills are practiced quarterly. Staff also have a yearly training on Run, Hide and Fight with the Fresno County Sheriff's Department and all classrooms are equipped with a walkie-talkie for communication. Staff participates in training on the Site Emergency Response Plan throughout the year at professional development meetings and quarterly safety walks are done on campus. The Staff was trained on the School Safety Plan on 8/13/18, 8/14/18 and 8/22/18. It was distributed to staff on 8/22/18 electronically and School Site Council approved it on 9/18/18. Two-way radios have been provided and surveillance cameras are installed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.0	3.2	2.3
Expulsions Rate	0.0	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.11
Nurse	0.40
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	2.00
Other	1.00
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	22	20	2	2	2	4	5	5			
1	29	28	27				3	3	4			
2	28	28	28				3	3	3			
3	28	28	27				3	3	3			
4	35	30	22			1		3	3	3		
5	32	28	31				3	4	3			
6	35	34	25			1			4	3	3	
Other		5	10		1	1						

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

Professional Development provided for Teachers

Harvest Elementary has a staff development program that consists of weekly early dismissal days for grades TK-6. Every other week on a Principal Day, every teacher participates in staff development after school in a variety of areas to improve their performance and capacity in the classroom. The areas of focus selected for staff development comes from our student needs based on assessment data throughout the year, our teacher observation data, teacher goals, and evaluations. Our primary focuses this year for staff development are in the areas of strengthening PLCs by looking at data to determine student needs in English Language Arts and Mathematics, increasing justification with writing in all subject areas, and incorporating the use of strategies for English Language Learners. Staff members will receive professional development at the school site and in addition, are sent to full-day district and county trainings that are offered throughout the school year in these identified areas.

In addition, grade levels meet twice a week in PLC/data teams to discuss current grade level assessment data. After sharing and discussing their strengths and strategies, teachers collaborate and make a lesson for the following week. Our instructional coach has on-going collaboration with teachers to follow up and provide support. Harvest teachers utilize the Co-Plan, Co-teaching Model. Teachers are given additional time with the instructional coach for demonstration lessons, peer observations, mini-lessons and by providing timely and specific feedback to improve and reflect on their teaching strategies. The instructional coach rotates through all teachers classrooms focusing on targeted areas of need. The Principal and the GIA have weekly observations through the classrooms and leave feedback either in writing or in person, or both. Newly hired teachers are also a part of the District's Teacher Induction Program and have weekly meetings with their support provider (mentor teacher) to plan strategies or lessons and debrief. Paraprofessionals in our kinder classes and our Teaching Fellows are provided training at the District Office yearly and on-site monthly to stay current on instructional strategies and school policies. Non-instructional support staff have quarterly meetings at the District Office and monthly onsite meetings with administration to go over work performance issues, school concerns and policies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,870.84	\$120.89	\$4,749.95	\$74,719.31
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-63.9	6.7
Percent Difference: School Site/ State			-83.4	-6.4

* Cells with ◆ 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 programs and supplemental services that are provided at the school either through categorical funds or other sources are as follows:

English Language Learners: Teachers are using District adopted curriculum; Wonders. They have been trained on how to use materials for Integrated and Designated ELD with District and on-site trainings focusing on ELD strategies to move students up from their current EL levels. Teachers have set aside a specific time each day to provide English Language Development (ELD) for those students who are identified and measured by the English Language Proficiency Assessments of California (ELPAC) annually. Students are progress monitored with an ELPAC Initial Assessment and an ELPAC Summative Assessment to look for growth as well as the use of the California Assessment of Student Performance and Progress (CAASPP), District Benchmarks, grade level common assessments, and in-class performance.

Special Education Students: Our teachers use the inclusion model at Harvest for students who have individual education plans (IEP). This means that the Specialized Academic Instruction is both a pull-out and push-in program for mainstreaming students in the general education classroom.

Gifted and Talented Education (GATE) Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers are part of a 2 year GATE Teacher Certificate program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. A District GATE instructional coach co-teaches and provides support to our classroom teachers to increase rigor and challenge for our GATE cluster classrooms. In addition, a district supplemental enrichment GATE teacher provides additional instruction weekly as well as an annual field trip.

At-Risk Students are identified in the fall before parent conferences in October each year and progress monitored throughout the school year for English Learners as well as all students. Students who are below grade level (strategic - up to two years below) are provided additional help, instruction and re-teaching by the teacher. First and second grades have Teaching Fellows who push into the classroom to provide small group support and reading intervention for an hour a day four days a week. A pull out program with 30 minutes a day is provided in grades 3rd - 6th, based on their reading level to provide additional support to students who are at risk with our Reading Intervention Teacher in 8 week cycles. Math intervention is also provided for grades 1st through 6th to work on standards that are not mastered in small groups with the classroom teacher. Students who need additional support are recommended for after school tutoring which is delivered by a credentialed teacher in each grade level twice a week for an hour. All students are progress monitored monthly and data is recorded in Google Drive for communication between classroom teacher, Teaching Fellows, Reading Intervention Teacher, Instructional Coach and administration.

After-School Program provides phonics intervention with Lexia Core 5, homework help and enrichment activities daily after school for 180 students.

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.