



# Harvest Elementary School

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

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



### Central Unified School District

4605 North Polk Ave.

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### District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

### District Administration

Andrew G. Alvarado

**Superintendent**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mr. Steve McClain

**Assistant Superintendent, Chief  
Business Officer**

Mr. David Paliughi

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### 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 differences 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 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 782 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	101
Grade 2	105
Grade 3	89
Grade 4	90
Grade 5	101
Grade 6	98
<b>Total Enrollment</b>	<b>727</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.3
Asian	18.4
Filipino	2.3
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.1
White	15.1
Two or More Races	1.2
Socioeconomically Disadvantaged	76.8
English Learners	16
Students with Disabilities	12.4
Foster Youth	0.7

## 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 Harvest Elementary	17-18	18-19	19-20
With Full Credential	27	37	36
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Harvest Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	6	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 reviews 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Discovery Education Science K-6 Adopted 2019-2020  <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	Houghton-Mifflin Adopted 2006-2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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. 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', work orders have been created and maintenance will be done before the end of the 2019-2020 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 05/27/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	FORMICA COUNTERTOP CHIPPED, CEILING TILE HAS A WATER STAIN, CEILING TILE IS BROKEN FLOORING REPAIRS NEEDED,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	LIGHT DIFFUSER MISSING LIGHT BULBS OUT SURGE PROTECTORS ARE DAISY CHAINED TRIP HAZARD
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	FAUCET NO FLOW DRINKING FOUNTAIN FLOW TOILET LEAKING FAUCET HAS A LOW FLOW DRINKING FOUNTAIN LOOSE FAUCET STUCK
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	PAINT IS PEELING IMPROPERLY STORED SUPPLIES FIRE EXTINGUISHER IS MISSING FIRE EXTINGUISHER IS BROKEN IMPROPERLY STORED SUPPLIES
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	44	44	44	50	50
Math	34	34	31	33	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	27.5	51.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	357	97.81	44.26
Male	172	171	99.42	40.35
Female	193	186	96.37	47.85
Black or African American	25	25	100.00	28.00
Asian	74	73	98.65	53.42
Filipino	--	--	--	--
Hispanic or Latino	199	195	97.99	41.03
White	50	47	94.00	46.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	290	283	97.59	39.58
English Learners	86	85	98.84	37.65
Students with Disabilities	34	33	97.06	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	355	97.26	34.37
Male	172	171	99.42	39.18
Female	193	184	95.34	29.89
Black or African American	25	25	100.00	16.00
Asian	74	72	97.30	38.89
Filipino	--	--	--	--
Hispanic or Latino	199	195	97.99	30.77
White	50	46	92.00	45.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	290	281	96.90	31.67
English Learners	86	84	97.67	32.14
Students with Disabilities	34	33	97.06	12.12
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Harvest Elementary offers many opportunities for Parental Involvement throughout the school year. These activities include monthly Parent Teacher Association (PTA) meetings/activities, 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. Family events are available throughout the year with Pastries with Parents, Goodies with Grandparents, Hawk of the Month Breakfasts, Dinner with Santa and dances. 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 (currently scheduled for 4/29/20) 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 8/13/19, 8/14/19, and 8/21/19. It was distributed to staff on 8/21/19 electronically and School Site Council approved it on 9/17/19. Surveillance cameras are installed to assist in monitoring the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	2.3	2.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	5		20	2	5		21	2	5	
1	28		3		27		4		24		4	
2	28		3		28		3		25		4	
3	28		3		27		3		24	1	3	
4	30		3		22	1	3		29		3	
5	28		4		31		3		27	1	3	
6	34			3	25	1	4		33		1	2
Other**	5	1			10	1						

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	29	31

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 student needs identified through analysis of 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 teacher Professional Learning Communities (PLCs) by looking at data to determine student needs in English Language Arts, English Learner support, and Mathematics. The staff will focus on increasing justification and academic vocabulary for students with writing in all subject areas while at the same time incorporating the use of strategies for English Language Learners. Staff members will receive professional development at the school site as well as attending full-day district or county training or conferences that are offered throughout the school year in these identified areas. Teachers also have planning days and participate in lesson study for our newly adopted Science curriculum learning how to infuse Language Arts Standards with Science.

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 plan lessons for the following week. Our instructional coach has an 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 as well as meet with the Principal monthly for New Teacher PLC. Paraprofessionals in our kinder classes and our Teaching Fellows are trained 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	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/).

#### 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 training 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 identified as current ELs with an ELPAC Initial Assessment and progress monitored yearly using the 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. Accelerated Reader Star Diagnostic, Acadience, and Fountas and Pinnell are used as screeners to determine additional services that may be needed for struggling students. Students who are below grade level (strategic - up to two years below) are provided additional learning opportunities and re-teaching by the classroom teacher. First, second, and third grades have Teaching Fellows who push into the classrooms to provide small group support and reading intervention for an hour a day four days a week. Teaching Fellows support our four kinder classes for a half an hour a day to work on letter and sound recognition and sight words. A pull out program with 30 minutes a day is provided in grades 4th - 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 the classroom teacher, Teaching Fellows, Reading Intervention Teacher, Instructional Coach and administration.

**After-School Program** provides homework help and enrichment activities daily after school for 80 students.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,994.78	\$270.97	\$4,723.81	\$73,579.08
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-62.0	1.8
School Site/ State	-83.4	-6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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.