



Clear View Elementary School

455 Windrose Way • Chula Vista, CA 91910 • (619) 498-3000 • Grades K-6

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<http://schools.cvesd.org/schools/clearview>

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



Chula Vista Elementary School District

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District Governing Board

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School Description

Clear View School opened in September, 1991, and became the State of California's 68th Charter School in 1994. Clear View was a conversion charter school as part of the Chula Vista Elementary School District. Clear View has been honored as a "California Distinguished School" and has received numerous awards thanks to a vital partnership between school, home, and community. In the 2008-09 school year, the staff voted to return to district status, no longer operating as a charter.

The school is located just up the hill from the Terra Nova Shopping Center. Beautifully landscaped grounds and a 37 ton fossil rock greet visitors, staff, and students. The campus is arranged in a pod-like format, with four classrooms and a workroom in each pod. On the Clear View campus there are five pods with an additional building housing six classrooms and a workroom as well as an on site childcare center operated by the South Bay YMCA. Currently, Clear View has 26 teachers (Preschool-6 grades), one principal, one resource teacher that is shared 50% with another site, and one full-time Resource Specialist. Clear View is unique in that it offers a Dual Language Immersion Spanish/English program for grades TK-6. In addition, Clear View has three Moderate to Severe Special Day Classes TK-6 and two Preschool Special Day classes.

Mission

As a nurturing learning community, Clear View School develops the knowledge and thinking skills and attitudes which empower all students to become influential contributors in an ever changing global society. Above all else, Clear View stands for relationships and success to build leaders.

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	96
Grade 1	72
Grade 2	71
Grade 3	83
Grade 4	58
Grade 5	54
Grade 6	68
Total Enrollment	502

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	8.4
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.6
White	17.5
Two or More Races	5.8
Socioeconomically Disadvantaged	41.8
English Learners	30.1
Students with Disabilities	13.1
Foster Youth	0.4
Homeless	0.4

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 Clear View Elementary	17-18	18-19	19-20
With Full Credential	25	24	24
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Clear View Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark K-6 in English and Spanish adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math K-6, English and Spanish, adopted in 2014-2015. Eureka Engage NY Math used to supplement math instruction. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted in the Spring of 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-Fifth History/Social Science for California Publisher- Scott Foresman. Curriculum is in English and Spanish. Sixth Grade History Alive. The Ancient World. Publisher- Teachers' Curriculum Institute. This curriculum is in English and Spanish. Both were adopted 2007. 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)

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent
Interior: Interior Surfaces	Fair	700 boys RR: sink needs caulking..GFCI does not work...holes in wall on FRP...urinal needs caulking...door rusty..FRP wall dirty 700 girls RR: sink needs caulking...GFCI does not work...holes in wall at FRP..ceiling tile stained..cracked ceiling tiles CR 706: sink top: end cap broken off...sink top has water damage...tack board stained Kinder 601: stained ceiling tile, sinks need caulking Kinder 603: Ceiling tile stained Mail room: Stained ceiling Tile MP boys RR: sink needs caulking..urinal partitions are loose Multipurpose: ceiling tiles stained..tackboard damaged Office: Ceiling Tile Missing Stage: Black paint spilled on stage, 2 lights out, curtains are ripped, missing light cover Work room: hallway tackboard damaged YMCA: ceiling tile stained...holes in tack board...exterior siding "T-111" has water damage on bottom
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	700 playground: snake screen pulling away..back stop fence rolling up(not secured at bottom)...asphalt has big divit in it(tripping hazard)
Electrical: Electrical	Good	700 boys RR: sink needs caulking..GFCI does not work...holes in wall on FRP...urinal needs caulking...door rusty..FRP wall dirty 700 girls RR: sink needs caulking...GFCI does not work...holes in wall at FRP..ceiling tile stained..cracked ceiling tiles Admin Reception: Three lights out CR 704: one light is out, stained ceiling tile Library: Phone jack hanging from wall, Fire extinguisher not hanging on wall Stage Storage:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	200 center room: sink needs caulking..ceiling tile stained..water pressure low CR 201 SPCH ELD: ceiling tile stained..sink needs caulking, carpet seam coming apart CR 203: sink needs caulking, stained ceiling CR 301: ceiling tile cracked..water fountain very low CR 303: ceiling tile stained..sink needs caulking, fountain nob comes off CR 701: sink top end cap broken off..drawers missing laminate trim CR 705: sink top end cap is broken off CR 706: sink top: end cap broken off...sink top has water damage...tack board stained Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent Kinder 602: restroom toilet seat loose...sink needs caulking Lounge: suspension ceiling is sagging..sink AND backsplash need caulking MP mens RR: toilet seat loose, holes in partitions, walls stained
Safety: Fire Safety, Hazardous Materials	Good	132 kidco: FIRE EXTINGUISHER NOT MOUNTED ON WALL..ITS SITTING ON THE FLOOR, stained ceiling tile, holes in wall Center workroom: coffee maker and refrigerator in room, Black Flag Ant and Roach Killer CR 403: ceiling tile stained, DF stick on, No fire extinguisher CR 703: Electrical panel blocked Kinder 604: ceiling tile stained...spray bottle of "409" under sink..bottom rim of sink dirty, broken ceiling tile,3 lights out, DF cap comes off,
Structural: Structural Damage, Roofs	Good	Multipurpose: ceiling tiles stained..tackboard damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 202: Door doesn't shut properly,
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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	79	74	65	64	50	50
Math	66	63	51	51	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	24.0	18.0	6.0

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	244	241	98.77	74.27
Male	120	120	100.00	73.33
Female	124	121	97.58	75.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	24	24	100.00	79.17
Hispanic or Latino	159	156	98.11	70.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.00	87.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	69.64
English Learners	103	102	99.03	69.61
Students with Disabilities	20	20	100.00	25.00
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	244	243	99.59	62.55
Male	120	120	100.00	66.67
Female	124	123	99.19	58.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	24	24	100.00	75.00
Hispanic or Latino	159	158	99.37	56.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.00	80.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	59.29
English Learners	103	103	100.00	53.40
Students with Disabilities	20	20	100.00	20.00
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)

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. Parents are encouraged to read to their children at home, provide cultural activities, encourage mental math, and attend school functions with their children.

Clear View School has a School Site Council, Parent-Teacher Association and an ELAC Committee for parents of English Learners. The PTA sponsors projects for the benefit and welfare of our children and the community. Parents and members of the community volunteered more than 8,000 hours in our classrooms, office, and on the playground as well as helping with special events. Five Clear View parents are members of the Site Council, which is the major decision-making body of the school, responsible for budget planning and promoting school activities. Parents are also encouraged to participate as members on one of the other committees such as ELAC, DAC, DELAC, BAC, or PTA.

Regular self-studies are conducted on all aspects of the school environment. Through shared decision-making with staff and parents, the School Plan for Student Achievement is updated.

Family Literature, Math, and Science Nights during the year give Clear View parents hands-on experience in supporting their children with their continued growth and learning. Throughout the year, informational meetings on topics such as Achieve3000, Internet safety, and our Dual Immersion program are conducted.

Clear View's blog, clearviewvoyagers.edublogs.org is updated on a weekly basis with current information pertaining to the school, including activities and events at Clear View. Please call (619) 498-3000 if you wish to become involved in school activities. Spanish translation is available. To contact and become involved in our school PTA, please email clearviewvoyagerspta@gmail.com or contact our front office.

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

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. A copy of the Safe School Plan is available in our school office. The School Site Council (SSC), ELAC, and ILT reviewed the goals and components of the School Safety Plan in September and October. The SSC approved the School Safety Plan on October 9, 2019 and staff reviewed updates for the plan that month.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

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	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.5

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	4	1		19	3	2		20	1	4	
1	23		3		24		2		22	2	1	
2	23		2		24		3		23		3	
3	22	1	2		24		3		25		3	
4	26		2		22	1	1		29		2	
5	27	1	2		27		3		20	1	1	
6	21	1	3		26		3		25		3	
Other**	11	1			12	2			12	2		

*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			

Based on careful review of statewide, local and school site assessment, and a new textbook adoption, it was determined that staff would be provided with professional development in the area of Shared Reading and Social and Emotional Learning during the 2018-2019 school year after concluding a three year focus on math problem solving. Teachers were working on developing student self-efficacy through clear expectations of student success and developing relationships. For the 2019-2020 school year, data revealed the need to focus on the language development of all students. Collaborative conversations/discussions have been the focus of our PLCs this year. Additionally, Clear View has become a Leader in Me school and has dedicated professional develop time and resources to making this transition.

Our school professional development around collaborative conversations has been largely directed by our Instructional Leadership Team (ILT), made up from one teacher at each grade level. Throughout each quarter our ILT team meets during school hours and develops a professional learning cycle based on articles or research about our topic. Each PLC includes staff meeting topics, collaboration focus, guided classroom visits, and opportunities for vertical articulation within the staff. During Bi-Monthly in school collaboration, teachers build their learning on topics related to our PLC, share resources, plan lessons, and analyze student work/data.

Teachers are supported through continual professional development and principal feedback based on teacher needs. Additionally, student data is regularly used to guide next steps in our learning as teachers. As a Leader in Me school, our staff has received two full day trainings from Leader in Me trainers and we have created a Lighthouse team which meets regularly and provides professional development for the staff.

As a site, we will work with our ILT and district support to focus professional development for teachers on collaborative conversations and implementation of high impact language strategies with fidelity. Our Professional development plan will continue to include in school ILT meetings, staff meetings on Friday early release days, during bi-monthly collaboration. Teachers will be supported with this implementation through feedback and coaching from the principal based on student formal and informal data. In addition, our District Resource Teacher will continue to provide resources for teachers, model lessons, and support with planning and implementation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,126.98	\$4,487.33	\$7,639.65	\$80,288.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	3.7
School Site/ State	-40.7	-0.8

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.

Types of Services Funded

Clear View provides additional resources and instruction to our socially economically disadvantaged and English Language Learners. A part-time aide is employed to deliver services and assessments to English Learners under the direction of the school administrator. Online data base for report cards, assessments, and assignments is paid for to provide constant monitoring of progress for all students. Collaboration teachers are funded through the district LCAP and site funds so that teachers may meet in grade level team to analyze data, examine student work, and plan accordingly. A part-time computer tech has been hired to help maintain the technology on campus, which includes 1-to-1 devices for students in grade 1-6.

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.