

Los Altos Elementary School

1332 Kenalan Drive • San Diego CA 92154 • (619) 690-5880 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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School Description

Los Altos School is one of 46 schools in the Chula Vista Elementary School District located in a residential, multi-ethnic, and multiracial community in South San Diego. In 2002 Los Altos was modernized. The new design offers students and the whole school community a functionally modern and clean learning environment. Los Altos School offers instructional programs designed to meet students' diverse needs such as, Mainstream English, Structured English Immersion, and a Dual Language Immersion (English/Spanish) Program. Our students, parents, and staff exhibit a sense of pride in our school and its ethnic diversity.

The Los Altos academic program offers students an integrated curriculum centered on the California Content Standards and District adopted curriculum. Results driven teaching and learning characterizes the work teachers and staff do every day to ensure that all children meet academic standards. Los Altos is committed to providing powerful teaching and learning every day for every child in every classroom during the school day.

LOS ALTOS SCHOOL VISION:

Los Altos will embrace, promote and value biliterate and bicultural visionary thinkers who will become leaders that actively serve in their community.

LOS ALTOS ELEMENTARY MISSION:

At Los Altos Elementary School, students, parents, staff and community members collaborate toward constructing and fulfilling a vision of success for the entire school. Our school is a total learning community committed to a set of common goals that contribute to creating a culture for growth, creativity, and powerful learning. Student-based decision-making drives all educational activities, actions, and goals. Los Altos creates a learning environment that builds on children's strengths and unique talents while actively exhibiting high expectations for all students.

All segments of the school community assume leadership roles in moving our school toward a vision of educational excellence. Los Altos School is a professional community with the expertise to create the best programs for its children, staff, and parents. Powerful teaching and learning is based on current research and best practice. At Los Altos School, all children have the opportunity to reach their full potential. We plan our teaching to meet our students' individual learning needs. .

Our school values the language and culture of all students. Equity and access guide the actions and interactions of people in our school community. We create students who are prepared for the world and job market by being technologically proficient and multilingual. Our school accepts the challenges of a changing world and collectively responds to those challenges by placing children first.

Students at Los Altos School are empowered with the knowledge and skills that will enable them to adapt and transform their community and the world around them.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	49
Grade 2	43
Grade 3	38
Grade 4	44
Grade 5	52
Grade 6	54
Total Enrollment	356

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	0.6
Filipino	3.4
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.8
White	3.7
Two or More Races	0
Socioeconomically Disadvantaged	76.4
English Learners	61.2
Students with Disabilities	13.8
Foster Youth	2.2

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			
Los Altos Elementary School	15-16	16-17	17-18
With Full Credential	20	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Altos Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading ELA program. Guided Reading books and classroom libraries The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! and Eureka Math 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 Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Benchmark ELA materials are intergrated with Social Sciences. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school grounds, buildings and classroom environment at Los Altos Elementary School are maintained daily to support the school's current student and staff enrollment. The District maintains a planned inspection and maintenance program, which ensures routine maintenance functions are performed on a scheduled basis. The custodial staff performs daily facility checks and basic cleaning operations throughout the day for the safety and well being of all school community members. School site goal is to reach repair status grades of exemplary levels for the next inspection period.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/26/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		300 ext. Boys RR: sink needs chaulking ,holes in wall tile , partitions rusty , inside corner of tile cracked , vent dirty 300 ext. girls RR: sink needs chaulking partitions dirty and have holes , vent dirty Admin reception: (4) Stained ceiling tile; 2 cracked ceiling tile , holes in tackboard CR 403: ink spots on carpet CR 404: carpet spotted CR 603 rsp: Cleaners under sink , stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Health office: YMCA Portable:
Electrical: Electrical	X			CR 202: sink cabinet door missing handle; 1 lamp out CR 203: 3 lamps out CR 302: (5) dirty light fixture. (7) open data box. * coffee pot in room CR 303: 2 lamps out CR 305: (7) light out. CR 401: 4 lamps out CR 402: 2 lamps out CR 403: (7) lamps out; ink spots on carpet; 1 spray can (Pro Series Disinfectant) CR 404: (7) lamp out; carpet spotted; 1 spray can (disinfectant) CR 405: 1 lamp out CR 501: 1 stained ceiling tile; 1 cracked ceiling tile; 1 lamp out Multipurpose: 4 lamps out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		300 ext. Boys RR: sink needs chaulking ,holes in wall tile , partitions rusty , inside corner of tile cracked , vent dirty 300 ext. girls RR: sink needs chaulking partitions dirty and have holes , vent dirty 400 ext. Girls RR: left sink needs chaulking CR 202: #1 R/R toilet seat loose Health office: Kitchen boys RR: right sink needs chaulking; door doesn't shut all the way Kitchen girls RR: sinks need chaulking; door doesn't shut all the way
Safety: Fire Safety, Hazardous Materials	X			CR 304: cleaners under sink CR 305: cleaners under sink , cabinet under sink missing 2 handles CR 603 rsp: Cleaners under sink , stained ceiling tile
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/26/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen boys RR: right sink needs chaulking; door doesn't shut all the way Kitchen girls RR: sinks need chaulking; door doesn't shut all the way Play Toy: spiral slide drop more than 12" Playground: basketball court (near soccer goal) asphalt cracks - trip hazard	
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding expectations & quality standards with electrical needs, repair issues and work orders submitted for maintenance and repairs
		X			

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	33	37	62	62	48	48
Math	22	28	48	49	36	37

* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	27	34	67	62	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.7	33.3	23.8

* 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	45	44	97.8	34.1
Male	27	26	96.3	34.6
Female	18	18	100.0	33.3
Hispanic or Latino	45	44	97.8	34.1
Socioeconomically Disadvantaged	37	36	97.3	33.3
English Learners	28	27	96.4	22.2

* 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 2016-17 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	187	175	93.58	37.14
Male	100	96	96	40.63
Female	87	79	90.8	32.91
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	163	93.14	36.2
White	--	--	--	--
Socioeconomically Disadvantaged	149	142	95.3	35.92
English Learners	134	123	91.79	37.4
Students with Disabilities	29	29	100	17.24
Foster Youth	--	--	--	--

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 2016-17 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	187	187	100	27.81
Male	100	100	100	36
Female	87	87	100	18.39
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	100	26.29
White	--	--	--	--
Socioeconomically Disadvantaged	149	149	100	26.85
English Learners	134	134	100	25.37
Students with Disabilities	29	29	100	13.79
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Santos Gonzalez

Contact Person Phone Number: (619) 690-5880

Parents and local community members are encouraged to actively participate in the daily school functions and school-wide events. Parents are key stakeholders and are urged to take an active role in planning school goals and objectives for student achievement. Parents are a valuable asset at Los Altos School and are included in the decision-making process. Parents participate in school activities such as reading programs, field trips, fundraisers, and supporting the teacher in the classroom. A parent volunteer workroom provides a designated area for parents to help teachers prepare instructional activities. Parent are an integral part of our student support system. They participate in our Everyone a Reader intervention program and work with specific students throughout the year to develop literacy skills.

Our school psychologist, school counselor, district Social Worker and our partnership with the local Family Resource Centers, YMCA and CVESD administrative offices provide continuous training for parents on how to help their children at home with the academic grade level standards, homework and social issues. The principal informs parents about educational reform and school data, and is focused on spreading the message on the importance of attendance, tardiness, and parent commitment to their children's education as key indicator of academic success. The school reaches out to parents via phone and email messages as well as an active Facebook page.

The school has a small active ELAC and School Site Council that involve parents at the governance level for improving student achievement. Principal and staff believe input is vitally important to the success of our school and embraces a student-based decision-making model. A continuous effort by teachers, students, staff and administration will be placed in increasing parent involvement and participation.

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

Student safety and well being are practiced and promoted throughout the school year by activities including bi-monthly fire, emergency/disaster, earthquake, lock-down, shelter-in-place evacuation practice drills. Playground safety is promoted by ongoing supervision by the principal, classroom teachers, noon duty assistants, and custodial staff. Quarterly rules assemblies remind students and staff about the playground and school rules. Our Second Step program is taught in every classroom and promotes problem-solving among students and social emotional growth. Drug and alcohol abuse prevention, child abuse awareness, and gang involvement prevention are also areas of focus in the program of student well being. Students are able to discuss issues concerning them in student support groups facilitated by the school counselor, district social worker and school psychologist. Referrals for family crisis, counseling, etc. are forwarded to local agencies such as Rayo de Esperanza to assist with personal well being issues. Our SSC approved the Comprehensive School Safety Plan on 10/2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	20	21	1	2	1	2	2	3			
1	21	21	23		1		2	1	2			
2	15	20	20	3	1	2		1				
3	23	15	18		3	2	2					
4	19	24	22	1		1	2	2	1			
5	27	21	25		1		2	1	2			
6	24	21	19	1	1	2	2	2	1			
Other	13	11		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

Data driven, standards based, strategic staff professional development translates to student achievement. Curriculum and research-based professional development is focused, sustained and linked to student learning. It requires a deep knowledge of content, a repertoire of instructional strategies, understanding of student needs and development, and a belief that all students can learn when given the opportunity. Teachers and support staff are also given opportunities to collaborate and plan amongst the grade levels as well as vertically to seek best practices and adapt and implement them within their own grade level. The Los Altos staff uses the grade level common core state standards, assessment data and district adopted curriculum to guide and drive its instructional focus. Classroom teachers meet with Administrator at least twice a month during collaboration or individually to review student data and academic progress in Literacy, Math and Writing.

Los Altos teachers have participated in numerous trainings, workshops, and conferences provided by ESSC, in-house school site coaches and outside consultants. The principal, executive director, resource coaches plan and deliver training in the area of language arts and math. Staff development offers teachers and staff the opportunity to learn and engage in professional dialogue and research. Staff training has included a focus on Guided Reading and the Gradual Release of responsibility. Teachers were provided support via the side-by-side coaching model and were given opportunities to learn through grade-level PD with the coach. Most recently, our school has launched work in the area of student Writing. The use of the Writing continuum forms the basis of our understanding of writers and the development of their skills. Teachers are focusing on Shared Writing as an extension of Shared Reading and will be moving toward using Mentor texts to develop student voice and effective writing skills. Our literacy coach and Resource teacher provide Professional development in the area of Writing two times a quarter and provide coaching to teachers every week. In addition our ILT is participating in training at the district level to meet the unique language needs of our English Learners.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,142.39	\$4,644.15	\$8,498.25	\$65,626.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			4.3	-5.7
Percent Difference: School Site/ State			28.4	-9.9

* Cells with ♦ do not require data.

Types of Services Funded

District funds were used for Extended Day Program, which focused on reading intervention; Supplemental Educational Services targeting students not performing at grade-level. Two Part time program support teachers provided support for students in the area of Reading. Title I funds were used to purchase books, magazines and literacy support materials for classrooms and library. Title I funding was also used to provide a part-time Literacy and Coach for grade level collaboration or individual professional development, guidance and coaching throughout the 2016-17year. In addition, Title 1 was used to fund a full-time school counselor that provides one-on-one support and group support to students and families.

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.