



Montair Elementary School

300 Quintrera Lane • Danville, CA 94526 • (925) 855-5100 • Grades K-5

Ondi Tricaso, Principal

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



San Ramon Valley Unified School District

699 Old Orchard Dr.
Danville, CA 94526
(925) 552-5500
www.srvusd.net

District Governing Board

Ken Mintz, Board Member

Rachel Hurd, Board President

Greg Marvel, Board Vice President

Mark Jewett, Board Clerk

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District Administration

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Superintendent

Toni Taylor
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Educational Services

Keith Rogenski
Assistant Superintendent,
Human Resources

Gregory Medici
Chief Business Officer
Business Office

Gary Black
Assistant Superintendent,
Facilities & Operations

Principal's Message

We are excited that you are interested in learning more about Montair Elementary. Historically Montair is a California Distinguished School, which makes us very proud. We feel it reflects the outstanding instruction provided by our staff and the tremendous support provided by our parent community.

Here are just some of the highlights of our school program:

- A rigorous, standards-based curriculum with SRVUSD adopted texts and research-based supplemental instructional materials, supported by library and technology resources
- Use of assessment data to determine the learning needs of each child and differentiated instruction tailored to move all children including English Learners and students with disabilities to proficient or advanced levels on state and district standards
- Fall and spring student-involved conferences in which teachers and families review student work samples, analyze achievement, and set goals
- Intervention and enrichment programs (including para-professional support in every classroom) to support the academic, social, emotional, and physical needs of our students
- Highly skilled, dedicated, and caring staff.
- High quality professional development training with leading organizations such as the Columbia Teachers College Reading and Writing Project, supported by ongoing modeling, practice, and coaching and the integration of math strategies from Silicon Valley Math Initiative
 - Four Special Day Classes - a flow-through program providing a sequenced and coordinated instructional program for K-5th grade students with mild learning disabilities
- Academic Talent Program - a magnet program for highly gifted 5th grade students from across the district
- An active and supportive parent community – Our PTA and Education Foundation volunteers support instructional activities in our classrooms, supervise our playgrounds, and raise funds to support vital intervention and enrichment programs.
- A partnership with San Ramon Valley High School that brings over 50 high school teaching assistants to work in our classrooms four days a week
- A vibrant visual and performing arts program providing experiences for students at every grade level in art, music, and drama
- Social/Emotional skills programs including Sanford Harmony, Character Trait of the Month, Rainbow, and Discovery Center counseling

- A caring and supportive learning environment that teaches all children to be safe, kind, and productive.
- A commitment to making 21st Century skills part of our curriculum through the integration of technology in the classroom.

We look forward to working with you as a member of our school community.

Ondi Tricaso - Principal
otricas@srvusd.net

Mission Statement

At Montair School we are dedicated to providing:

- rigorous standards-based curriculum and instruction responsive to the unique learning needs of every child
- opportunities for all students to discover and cultivate their own intellectual, artistic, and athletic interests and talents
- a physically and emotionally safe school environment that fosters trust, respect, and a sense of personal and civic responsibility
- a collaborative school community that draws on the strengths of all stakeholders to support our students and celebrate learning

School Profile

Located in a park-like setting on the west side of the San Ramon Valley, Montair Elementary was established in 1958. Montair hosts several magnet programs for the San Ramon Valley Unified School District including four classes of children with special needs, one ATP class, and one transitional kindergarten which greatly enrich the school's climate.

Montair families have high expectations for student achievement as well as the staff, and play an active role in the daily life of the school. This partnership with all stakeholders involved, defines Montair's positive atmosphere for learning.

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	91
Grade 1	78
Grade 2	85
Grade 3	86
Grade 4	110
Grade 5	106
Total Enrollment	556

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	15.1
Filipino	2.2
Hispanic or Latino	10.6
White	62.4
Two or More Races	9
Socioeconomically Disadvantaged	5.8
English Learners	4.7
Students with Disabilities	15.6
Foster Youth	0.2

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 for Montair Elementary	17-18	18-19	19-20
With Full Credential	36	35	36
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Montair 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	0.75	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)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: November 11, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, SLI, Units of Study Phonics 1st grade – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2004, we completed a seven million dollar modernization of our school facilities, the first since Montair School was built in 1958. The construction was funded by local and state bonds. School improvements included full ADA and safety compliance, new roofs, HVAC, lighting, plumbing, carpeting, and casework, and installation of a new data system (including VOIP phones and T1 internet connections in all rooms) and alarms. A joint planning process with site, district, and community members, enabled us to make some adjustments to the existing structure to create regulation classrooms, common rooms, and small learning spaces for intervention programs. Our staff and community take great pride in our facility. Student work is displayed in classrooms, in common areas, and the school office. Our dedicated custodians and caring student body, keep Montair clean and aesthetically pleasing. In November of 2010, the entire school took part in a bulb planting day where over 500 bulbs were planted around the campus as a beautification project.

The district provides regular landscaping and maintenance service. Three distinct playgrounds (pre-K/K, 1-2 and 3-5) and the adjacent park provide safe and stimulating play spaces. Our Montair Foundation funded a brand new, ADA compliant 1-2 playground in Fall of 2018. Garden boxes throughout campus provide students with hands-on science learning and beautify our campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/12/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New Playground built Fall of 2018. Current K playground needs replacement
Overall Rating	Good	

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	83	80	82	81	50	50
Math	73	76	77	78	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	14.6	32.0	32.0

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	295	278	94.24	80.22
Male	167	155	92.81	80.65
Female	128	123	96.09	79.67
Black or African American	--	--	--	--
Asian	57	55	96.49	87.27
Filipino	--	--	--	--
Hispanic or Latino	32	29	90.63	68.97
White	174	164	94.25	80.49
Two or More Races	27	26	96.30	76.92
Socioeconomically Disadvantaged	17	12	70.59	75.00
English Learners	19	17	89.47	52.94
Students with Disabilities	62	47	75.81	40.43

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	295	278	94.24	75.54
Male	167	155	92.81	82.58
Female	128	123	96.09	66.67
Black or African American	--	--	--	--
Asian	57	55	96.49	89.09
Filipino	--	--	--	--
Hispanic or Latino	32	29	90.63	55.17
White	174	164	94.25	73.78
Two or More Races	27	26	96.30	76.92
Socioeconomically Disadvantaged	17	12	70.59	75.00
English Learners	19	17	89.47	64.71
Students with Disabilities	62	47	75.81	36.17

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)

The Montair community provides outstanding support for our school. Parents are an integral part of the school program, active in dozens of school programs coordinated by our Parent-Teacher Association. Parents also serve on our School Site Council, Gifted and Talented Education Committee, our Montair Foundation, and in our Montair Dad's Club. Parents make daily connections at Montair by volunteering in our classrooms, the school library, on field trips, and running the Art Docent program. Parents also support the school through their active participation in family events including; our school carnival, our Festival Around the World, our Winter and Spring Concerts, the Book Fair, the Reflections Program, and the annual auction.

The Montair Foundation, a non-profit corporation established by Montair parents, raises tens of thousands of dollars each year to support a range of enrichment and intervention programs including classroom paraprofessional aides, library, computer technology, a reading and math intervention program, drama, vocal music and a character development program. Community organizations including Girl and Boy Scout troops and soccer and baseball teams meet at Montair. Events such as our school carnival, movie night, Camp Montair, and skate nights serve the entire school community. The school has involved local businesses and corporations through teacher grants and classroom donations. Local high school students offer one-to-one and small group tutoring on a daily basis through our partnership with the San Ramon Valley High School Careers in Education program. Montair families are kept informed of school events through our school website which features teacher sites as well as school information. We also have an active social media presence with our Montair Facebook page, Twitter account and Instagram accounts. Our PTA also provides all members a weekly newsletter, The Montair Minute, an online school directory, and a student yearbook.

For additional information about organized opportunities for parent involvement at Montair Elementary, please contact Montair PTA President Jamey Fedun or Montair Foundation President Natasha Fitzgibbon at 925-855-5100.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Montair Elementary at 925-855-5100.

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 Montair School Safety Plan addresses the physical, social, and emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, our staff and students prepare for a range of emergency situations.

We conduct monthly emergency drills to practice evacuation procedures for fire, shelter in place, stranger on campus, and/or earthquake disaster preparedness. In 2018, our PTA funded new emergency backpacks for every classroom as well as outfitting our emergency container with new supplies.

All students participate in the Sanford Harmony Social Emotional Curriculum in their classrooms weekly. Additional support services are provided through our Rainbow and Discovery Center programs, help to meet the social and emotional needs of our students. Our School Safety Plan is updated annually and reviewed by both staff members and our School Site Council. The School Safety Plan was last updated and approved in the Spring of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	0.9	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
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	.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	

*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	96	1	5	1	25		4		23		4	
1	19	3	4		20	1	3		25		3	
2	22		6		20	1	3		21	1	3	
3	18	2	6		20	1	3		21	1	3	
4	25		8		25		4		22	1	4	
5	25	2	8		24	1	4		22	1	4	
Other**												

*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	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

Additionally, our Foundation and our PTA support teachers attending seminars and workshops for Literacy instruction, math instruction, technology, mindset, dyslexia support and more. All teachers at MT are invited to participate in a variety of educational experiences offered locally and around the country to further their instructional practice. After attending an workshop or inservice, participating teachers lead staff professional development to share their take aways.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Reading intervention services (Learning Lab)
- Math Intervention services
- Psychomotor support in TK/K
- Art instruction 4th and 5th grades
- Additional Library support
- Drama instruction 2nd and 5th grade

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6907.82	1017.03	5890.79	79804.81
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.8	4.9
School Site/ State	-22.6	-2.8

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.

- Vocal and Instrumental Music TK, K, 3rd
- Personnel Staff Development
- Special Education
- Transportation Special Education (if required)
- Classroom paraprofessionals in all classrooms TK/5
- Computer teacher TK/3rd grade
- Makers Space 1-5th grade
- Leadership program open to all 4/5 graders

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.