Neil A. Armstrong Elementary School

2849 Calais Dr. • San Ramon, CA 94583 • (925) 479-1600 • Grades K-5
Jared Gagnon, Principal
jgagnon@srvusd.net
www.naes.srvusd.k12.ca.us

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

Rachel Hurd, Board President

Greg Marvel, Board Vice President

Mark Jewett, Board Clerk

Greg Mintz, Board Member

Susanna Ordway, Board Member

District Administration

Rick Schmitt
Superintendent

Toni Taylor
Deputy Superintendent, Educational Services

Keith Rogenski
Assistant Superintendent, Human Resources

Gregory Medici
Chief Business Officer Business Office

Gary Black
Assistant Superintendent, Facilities & Operations

Principal's Message

Welcome to Neil Armstrong School!

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for the Neil Armstrong School located in San Ramon California. We are one of twenty-two elementary schools in the San Ramon Unified School District. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Our school has a long-standing tradition for excellence. Neil Armstrong follows our district Framework for Excellence focusing on rigor, relationships and relevance in everything we do. We concentrate on promoting maximum academic achievement for each and every child while focusing on the social and emotional growth of all of our students. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is embedded in the California Standards and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. We take pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children for their promising future.

We have active PTA and Academic Booster associations that we encourage all parents to participate in. Through cooperation, collaboration, and active involvement of teachers, support staff, and parents we are building a foundational base of an exceptional learning environment for our children. Our high expectations and encouragement for responsible citizenship and character values are significant at the Neil Armstrong School. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because all of us are committed to empowering its staff and students with the technological tools to assist them in becoming information users and twenty first century learners. Technology is integrated into the educational program as we provide a balanced, quality education to all our students while working toward the Standards as measured by CAASPP. We are placing an increased focus on hands on learning through the implementation of a Maker's Space where students are tasked with the mission of solving design challenge prompts. We welcome your inquiries or if you would like to speak to me directly, please call our office for an appointment. We look forward to addressing any concerns, questions, or needs you may have concerning the Neil Armstrong School.

Jared Gagnon, Principal
(jgagnon@srvusd.net)

School Profile

Neil Armstrong School was opened in the fall of 1969 and was named in honor of the astronaut, Neil Armstrong, the first man to walk on the moon. The school currently houses 548 students in grades kindergarten through fifth grade.

Our school was honored as a California Distinguished School in 2014, a Blue Ribbon School in 2015, a Gold Ribbon School in 2016 and a Title I Academic Achievement School in 2106 all for academic excellence. These four honors were an outcome of our entire school community coming together to create successful programs and services that promote student achievement and the creation of a safe and supportive environment in which to learn.

The school had a multi-purpose room added to the campus in 2000. The multi-purpose room provides space for a music classroom, P.E. office, and kitchen. Our MPR makes it possible for the school to hold assemblies, school events and theater presentations.

Our school includes a Maker's Space Hands-on Learning Lab, Science lab, and self-contained library. Neil Armstrong School has self-contained classrooms with inside hallways for easy access. There is a Academic Learning Lab housing the school psychologist, speech therapist and resource specialist who coordinate the special education program. As a staff we work toward the inclusion of all students in our programs. The reading room houses our LLI Reading Program used by instructional assistants and teachers in our Response to Intervention Program, (RtI). We were able to add our STEAM lab and Makers Space area thanks to the generous donations made from our parents and the hard work of our Boosters. We believe in a positive approach in all areas concerning our students including Culturally Responsive Teaching (CLR) and positive discipline. We support all areas of the curriculum and support in Science, Technology, Engineering, Arts and Math, (STEAM), in school wide curriculum and activities.

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	72
Grade 1	96
Grade 2	93
Grade 3	91
Grade 4	97
Grade 5	95
Total Enrollment	544

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	38.1
Filipino	4.4
Hispanic or Latino	13.1
White	33.6
Two or More Races	9.2
Socioeconomically Disadvantaged	5.3
English Learners	7.5
Students with Disabilities	9.9

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 Neil A. Armstrong	17-18	18-19	19-20
With Full Credential	29	27	26
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley	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 Neil A. Armstrong 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)

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: October 4, 2016

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 Fundations, Words Their Way, Word Study Lessons – 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The capacity of Neil Armstrong school is 654 students in 26 self-contained classrooms. The school has a new wing of 6 classrooms and a multi-purpose room added to the campus in 2000. The multi-purpose room provides space for a music classroom, a P.E. office, a kitchen and makes it possible for the school to hold assemblies, school events and theater presentations.

The school began modernization in the fall of 2003 and was completed for the 2005-2006 school year. The school includes a Maker's Space lab, a science lab, and a self-contained library. Our school has self-contained classrooms with inside hallways for easy access.

There is a special education complex which houses the school psychologist, speech therapist and the resource specialist who will coordinate the learning lab program. The reading room will house the reading specialist. The modernization was made possible as a result of the passage of Measure A. Armstrong looks like a brand new school thanks to the generosity of this community and the new modernization of this building project.

The entire D Wing received a complete restoration in the classrooms in 2007 due to an accident. Therefore, all of the physical structures are new to the existing building.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/22/19

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	Good	
Overall Rating	**Exemplary**	

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	75	79	82	81	50	50
Math	76	81	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	29.9	12.4	8.2

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	291	98.64	78.69
Male	144	141	97.92	75.18
Female	151	150	99.34	82.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	107	107	100.00	91.59
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	60.00
White	106	103	97.17	72.82
Two or More Races	28	27	96.43	77.78
Socioeconomically Disadvantaged	19	19	100.00	52.63
English Learners	34	34	100.00	70.59
Students with Disabilities	45	43	95.56	67.44

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	291	98.64	81.10
Male	144	141	97.92	83.69
Female	151	150	99.34	78.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	107	107	100.00	93.46
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	65.00
White	106	103	97.17	73.79
Two or More Races	28	27	96.43	88.89
Socioeconomically Disadvantaged	19	19	100.00	47.37
English Learners	34	34	100.00	82.35
Students with Disabilities	45	43	95.56	69.77

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)
Parents are active partners in the education of their children through involvement in PTA, School Site Council, Academic Boosters, the GATE Advisory Committee, the Art Docent Program, the Focus Board and the many other opportunities for parents to share in their child's academic success.

Parent volunteers support many important services to students such as volunteering in classrooms to tutor students or to prepare instructional materials for student use. Parents also volunteer to work on special activities such as health screenings, picture day, and academic booster (NAAB) Fundraising Events. Our school and students greatly benefit from the energy and commitment of our parent volunteers.

In addition, Neil Armstrong has numerous partnerships with major corporations that support the school with funding and other resources. We are indebted to organizations such as The San Ramon Valley Education Foundation, the San Ramon Rotary Club, Donors Choose, the Sunset Development Corporation, the San Ramon Police Department, San Ramon Fire Department as well as other individuals from the private business sector who contribute to our school through various means including the matching grants program. Academic excellence can only be achieved when the entire community – parents, teachers, students and the community work together to achieve common goals.

For additional information about organized opportunities for parent involvement at Neil Armstrong Elementary, please contact Jared Gagnon at 925-479-1600.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or becoming a volunteer may contact Neil A. Armstrong Elementary at 925-470-1600 or email the Principal, Jared Gagnon, at jgagnon@srvusd.net.

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
Neil Armstrong's School Safety Plan is approved by the staff and School Site Council on an annual basis. The School Site Plan, the Safety Plan, and the Student Handbook together address disaster procedures, sexual harassment policies, school-wide dress code guidelines, school rules, discipline procedures and activities that promote the development of positive social skills. Our school strives to provide students with a physically safe, as well as, an emotionally safe school environment.

As mentioned above, all of the important documents will be continually examined and updated as a need arises. Currently, the Emergency Procedures in the Staff Handbook is being continually being updated with the assistance from the School Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
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	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
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	23		5		24		4		24		3	
1	24		6		24		3		24		4	
2	24		8		21	3	1		23		4	
3	24		8		25		4		23		4	
4	26		8		30		3		27		3	
5	30		8		27		4		28		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.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

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.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6951	594.63	6356.36	86468.24
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	6.0	11.8
School Site/ State	-14.8	4.2

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

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English

- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

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.