



# MONTCLAIRE ELEMENTARY SCHOOL

1160 St. Joseph Avenue, Los Altos, CA 94024 • (650) 967-9388

Principal: Gail Moberg

## School Accountability Report Card

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Montclair Elementary at (650) 967-9388.

### School Profile

Montclair is a K-5 elementary school in the Cupertino Union School District. Our attendance area middle schools are Cupertino Middle School and Kennedy Middle School for 6th, 7th and 8th grades. Our attendance area high schools are Homestead High School and Monta Vista High School. Montclair is located in a neighborhood comprised of single-family dwellings. The neighborhood is a stable one, and our school population reflects that stability with relatively low student movement. Montclair School serves a population of approximately 520 students. There are 22 regular education K-5 classrooms and 2 special day classes serving K-5 students. Twenty students in grades three through five are GATE identified. GATE activities are offered to all GATE students. Montclair offers before and after school enrichment classes including French, Spanish, Chess Club, Art Club and Instrumental Band.

Montclair School has a shared decision making process that includes, staff, parents and students. The Site Leadership Team, School Site Council, Montclair Educational Foundation, PTA, and Student Council all have input regarding the programs offered. We invite parents to become active members of Montclair School by visiting their child's classroom, assisting the teacher with field trips and special projects, participating in school-wide and PTA sponsored events, and volunteering in a variety of ways. We value a strong partnership between parents and staff. Parents active participation and positive support of the programs and teachers help make our school a richer and more successful experience for all students.

Staff members and parents have very high academic expectations for the students. It is expected that students meet the state standards at their grade level and move beyond them when applicable. Students are encouraged and guided to reach their highest potential and to respect the value of life-long learning. Our students in grades two through five consistently score very high in the statewide STAR assessments. Our 2006 API Base of 971 placed Montclair extremely high among other schools. Our statewide rank was given a score of 10 and our similar schools rank had a score of 6. The STAR assessment is only one of many multiple measures we use when looking for evidence of student success and areas of student need. Teachers also use textbook assessments, teacher created assessments, projects, observations, and other indicators of student success and needs.

Montclair has many traditions. Some of these traditions include our Walk-A-Thon/Silent Auction, Kindergarten Welcome and Fall Festival. Some of these traditions help the community contribute toward the education of its children. Currently, through various fund-raising efforts, our Montclair Educational Foundation (MEF) provides the services of a fully credentialed teacher who works with our upper grade teachers to reduce the student to teacher ratio. MEF also funds the services of our media clerk librarian, six instructional aides, our primary P.E. program, a portion of our upper grade P.E. program, an art teacher, and a half time early intervention teacher.

Technology is viewed as an important tool for students in their learning. Montclair is equipped with a computer lab housing 32 iMacs connected to the Internet and 21 Apple IIE computers used for educational games and keyboarding skills. The majority of the classrooms have 2-4 computers for student use.

The Guided Learning Center (GLC) is constantly busy with students visiting the library, the technology lab, attending a music class, and participating in other activities.

To provide for staff in-services, grade level collaboration and individual planning time, every Tuesday is designated as a minimum day. All students are dismissed at 2:00 p.m. Early Tuesday agendas vary. Teachers may meet to learn about and discuss curriculum, teaching and assessing strategies, formal and informal assessments, addressing student needs and school programs as well as have grade level planning and individual planning time.

### Parent Involvement

Many Montclair parents help children in the classrooms and library, on field trips, and in other special programs. They tutor students, work with small groups, read stories, and assist with projects. If you wish to participate in your child's education, please contact his/her teacher. State law requires that all volunteers must file a Certificate of Tuberculosis Examination with the school office and sign in at the office.

For additional information about organized opportunities for parent involvement at Montclair Elementary, please contact Kathy Chavez at (650) 967-9388.

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.2%
American Indian	0.6%
Asian	31.9%
Caucasian	62.9%
Filipino	1.0%
Hispanic	3.3%
Pacific Islander	0.2%
Multiple or No Response	0.0%

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	91	92	81
1st	89	88	88
2nd	71	89	91
3rd	90	72	97
4th	75	91	72
5th	80	72	89
6th	1		

## Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	29	28	27	-	-	-	3	3	3	-	-	-
1st	19	19	19	5	4	4	-	-	-	-	-	-
2nd	19	19	20	5	5	5	-	-	-	-	-	-
3rd	19	19	20	5	4	5	-	-	-	-	-	-
4th	30	31	29	-	-	-	2	2	2	-	-	-
5th	31	30	33	-	-	-	2	2	-	-	-	2
K-3	20	19	20	2	1	2	-	-	-	-	-	-
3-4	-	20	-	-	1	-	-	-	-	-	-	-
4-8	30	31	32	-	-	-	1	1	1	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Lincoln Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2004-05	2005-06	2006-07
K	-	-	-
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	100%	100%	100%

## Safe School Plan

Our Goal at Montclair Elementary School is to implement programs that value staff and student's individual needs within the context of a safe and secure campus. The administration and staff will accomplish this by:

Component 1 - Personal Characteristics of Students and Staff

Component 2 - The School's Physical Environment

Component 3 - The School's Social Environment

Component 4 - The School's Culture

Date of Last Review/Update: September 2006

Date Last Reviewed with Staff: September 2006

## Discipline & Climate for Learning

The school has a schoolwide discipline plan that includes the use of suspension, and ultimately expulsion, as severe disciplinary actions for specific behaviors cited in the California Education Code.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	5	0	0	415	293
Suspension Rate	0.0%	1.0%	0.0%	0.0%	2.5%	1.7%
Expulsions	0	0	0	0	7	2
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## School Facilities

Up-To-Date Facilities -

Montclair offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities and adequate space for students and staff. Montclair is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 26 classrooms. The school also enjoys a spacious playground with slides and play bars, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Well-Maintained Campus -

The Montclair work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Cleanliness -

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Montclair. Custodial Supervisors perform regular site inspections. Claremont Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

Remodeled Facilities -

Training has been provided for plant managers and custodians on proper maintenance of renovated facilities. We teach and encourage students to take ownership of the school grounds and its cleanliness. We solicit neighbors and the community businesses to help prevent vandalism. Every classroom is wired for computers and connected to the Internet.

School Facility Conditions				
Date of Last Inspection: 04/08/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



## Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Montclair Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	29	26	27	786
Without Full Credentials	0	2	1	30
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.0%	4.0%
District	99.0%	1.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.6%	1.4%

## Substitute Teachers

The Cupertino Union School District has established a practice of recruiting and hiring only the most highly qualified candidates for substitute teaching positions. At this time, the District has developed a substitute pool that reflects the high standards set forth by the Board of Education and the Superintendent.

## Teacher Evaluation

Cupertino Union School District teachers are routinely observed by site and school district administrators. Tenured classroom teachers are evaluated every other year. Non-tenured teachers are evaluated each year until they are recommended for tenure. Teachers are evaluated on the following professional standards of performance: curriculum and instruction, learning environment, student growth, and professional qualities. These standards are based on state guidelines outlined in the Standards for the Teaching

Professional document. Each teacher meets with his or her administrative supervisor annually to establish individual performance goals. The teacher is also asked to provide a self-assessment document, reviewing progress in the four areas of professional standards of performance. At the conclusion of the annual conference, the teacher is requested to complete a document which focuses on goal setting for the next school year.

## Counseling & Support Staff

It is the goal of Montclair Elementary to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Montclair Elementary.

	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.625
Nurse	1	.2
Psychologist	1	.4
Speech and Language Specialist	1	.8

## Curriculum Development

All curriculum development in the Cupertino Union School is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

## Instructional Materials

Cupertino Union School held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Mathematics	Houghton Mifflin	2002	Yes
K-5	Science	Foss Science Kits - Standards Aligned	N/A	Yes
K-5	Social Science/ History	Scott Foresman	2007	Yes



## District Expenditures

Cupertino Union School spent an average of \$4,952 to educate each student, based on (2005/06FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

## District Revenue Sources

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

- Title I Intervention Specialist
- Classroom aides
- 6th grade support team
- Ipass: Computer based math program
- Intervention strategies for parents
- STEP Parenting classes
- Professional Development Workshop
- After school study skills class
- Instructional aide coordinator
- School site Science Night
- Title I Reading Specialist
- After school test preparation
- Academy
- Differentiated Instruction Workshop
- After school tutorial program
- Safety Resource Officers
- Before school academic program
- GATE parent meetings
- School site Literacy Night

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,881
From Restricted Sources	\$1,647
From Unrestricted Sources	\$4,234
District	
From Unrestricted Sources	\$4,011
Percentage of Variation between School & District	5.56%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.34%

### Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$46,451	\$39,984
Mid-Range Teachers	\$68,279	\$63,798
Highest Teachers	\$88,083	\$79,204
Elementary School Principals	\$109,772	\$99,820
Middle School Principals	\$118,308	\$102,340
High School Principals	-	-
Superintendent	\$217,412	\$158,484

### Salaries as a Percentage of Total Budget

Teacher Salaries	43.5%	43.0%
Administrative Salaries	5.8%	5.4%

### Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

#### 5th Grade

School	
School Overall	13.5%
School (Boys)	11.4%
School (Girls)	15.6%
District	
District Overall	30.1%
District (Boys)	27.1%
District (Girls)	33.1%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## Physical Fitness

In the spring of each year, Montclair Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005/06 financial statements).

### Average Teacher Salaries

School & District	
School	\$61,233
District	\$61,365
Percentage of Variation	0.22%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	0.37%



\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>																											
School	94	98	96	80	90	83	95	92	92	92	91	91	97	98	94	88	95	91	92	92	96	83	91	92	80	86	86
District	80	83	83	75	77	75	87	87	88	85	84	84	89	89	89	88	88	89	88	88	88	85	86	86	72	75	79
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Males</b>																											
School	92	96	94	83	89	81	94	93	91	91	83	91	97	98	96	91	97	92	94	93	91	83	90	91	77	93	84
District	75	81	81	71	73	72	85	86	87	85	82	82	89	90	89	89	88	88	87	88	87	85	87	87	75	77	79
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>Females</b>																											
School	97	100	98	77	91	85	98	91	94	93	97	91	97	98	93	86	94	91	90	91	100	84	92	93	82	79	89
District	83	86	87	78	80	79	90	89	90	86	86	87	90	88	88	88	89	89	89	88	89	87	85	86	69	72	78
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
<b>Asian</b>																											
School	96	96	93	90	93	86	93	100	97	97	86	100	100	96	97	100	100	93	89	96	97	93	86	100	77	82	100
District	86	88	89	82	84	81	90	92	93	89	88	89	94	94	93	94	95	93	95	94	95	92	92	93	75	79	83
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
<b>Caucasian</b>																											
School	93	98	96	77	90	82	98	87	89	89	97	88	95	98	92	84	95	92	95	91	97	82	97	90	86	86	83
District	74	81	79	71	72	73	84	84	85	86	81	85	86	85	85	82	83	86	81	82	81	79	79	79	73	71	80
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.



## CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	3			3		
	05	06	07	05	06	07
<b>All Students</b>						
School	73	85	81	83	93	94
District	71	71	72	86	88	88
State	36	37	38	55	55	56
<b>Males</b>						
School	78	87	77	87	92	92
<b>Females</b>						
School	68	82	85	80	94	96
<b>Asian</b>						
School	79	86	86	100	96	96
<b>Caucasian</b>						
School	71	86	82	75	93	93

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.



## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the 2006/07 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	6	9	
All Students				
Actual Growth	3	24	-16	953
Asian				
Actual Growth	11	-2	8	978
Caucasian				
Actual Growth	-2	38	-29	943

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%



## Instructional Time (Includes Minimum Days)

For the 2006/07, Lincoln Elementary offered 180 days of instruction, comprised of 137 regular days. The additional 43 minimum days were used by school staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional in-services.. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	50,400
2nd	50,400	50,400
3rd	50,400	50,400
4th	54,000	54,000
5th	54,000	54,000

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

## Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

