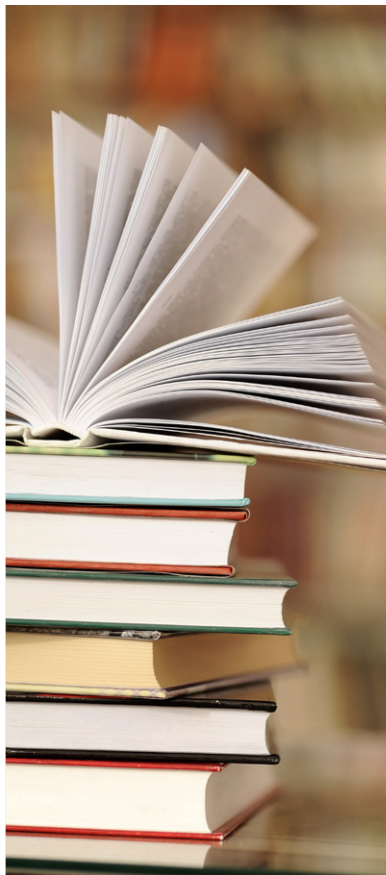


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Glen View Elementary School

Grades K-5
CDS Code 43-69484-6047310

Christine Vasquez
Principal
christine.vasquez@gilroyunified.org

600 Eighth Street
Gilroy, CA 95020
(408) 842-8292

<https://glenview.gilroyunified.org/>

Para español, visita
www.gusd.k12.ca.us

Gilroy Unified School District

7810 Arroyo Circle Gilroy, CA 95020 ▪ www.gusd.k12.ca.us
Deborah Flores, Superintendent ▪ debbie.flores@gilroyunified.org ▪ (408) 847-2700

Principal's Message

At Glen View Elementary School, our goal is to offer every child a successful educational experience. We provide each child with a well-rounded educational program that will build the foundation for them to become lifelong learners. The teachers and staff focus on literacy and math skills development to ensure the success of each student. In order to meet the needs of all students, grade-level teams work closely to plan meaningful instruction based on the California Common Core State Standards. Along with the shift toward the Common Core State Standards, we are committed to implementing all district-led initiatives.

The second priority and district initiative was the implementation of Thinking Maps. Thinking Maps are graphic organizers that support specific thinking skills and allow students to organize information. They help students better outline writing assignments or compare and contrast two different things. Thinking Maps were immediately embraced by teachers who gave very enthusiastic and positive reviews of the training they received. Classroom walkthroughs revealed much evidence of Thinking Maps implementation throughout the year. Students were highly engaged when creating their thinking maps and they showed a greater depth in their thinking and learning.

The third priority was full implementation of the Sobrato Early Academic Language (SEAL) Model. We were one of five schools in the district implementing the SEAL model for our K-3 students. The SEAL approach is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade. Dr. Laurie Olsen, a national expert in English language learner education, designed the SEAL model. A national advisory group provided initial input and continues to advise the project as the model evolves. We trained all teachers in kindergarten and first grade. Teachers created units based on the science and social studies standards with English language arts (ELA) and math instruction woven into the units. At the end of each unit, parents were invited to a gallery walk where students showcase their work and teach their parents all about what they learned. At Glen View, the energy around SEAL was extremely positive. Grades 2-3 completed year two in 2017-18.

During the 2018-19 school year, we continue to deepen the implementation of Thinking Maps. The main district initiative is the continued implementation of math curriculum adoption called Go Math and the ELA program adoption called Benchmark Advance. In SEAL, we completed year two of implementation in grades 2-3. All strategies are moving us along the continuum of the implementation of the Common Core State Standards, as well as equipping us to better meet the needs of our English language learners and close the achievement gap.

All students have access to software programs in reading and math, such as Accelerated Reader, MobyMax, Razzkids, and ST Math. Teachers participate in staff-development activities to increase their knowledge and expertise in technology use in the classroom.

Glen View School provides a caring and safe environment, one that positively enhances and maximizes teaching and learning. Effective communication between all members of the Glen View family sustains and supports academic and behavioral success at school and within the community. It is our commitment to teach and reinforce the Six Pillars of Character, which we expect each child and staff member to exhibit at all times. We acknowledge students for academic achievements, improved performance and citizenship during monthly awards assemblies. The Olweus Bullying Prevention Program, along with Character Counts! have also had a positive impact on school climate. This year, we will begin to enter the planning year of PBIS (Positive Behavior Intervention Supports).

Glen View is one of three schools in Gilroy Unified selected by the Santa Clara County mental-health department to receive a mental-health grant. This selection was based on our demographics and the prevalence of trauma experienced by many of our students. Service providers were selected through a bidding process and began delivery of services under Prevention and Early Intervention during the 2012-13 school year. Community Solutions and Rebekah Children's Services provide ongoing counseling and school support services. In addition, Foothill Community Health Center also provide mental-health services. Foothill Community Health Center opened a site-based health clinic right here on the Glen View campus.

School Mission Statement

We are a diverse, nurturing community that is dedicated to cultivating an environment that is safe, engaging, joyful and respectful of all. Together we inspire all students to discover their talents and passions on the journey toward achieving their full potential.

Literacy for all. Excitement for learning.

School Safety

The school safety plan will be reviewed, updated and discussed with the school faculty in November 2018 and includes monthly fire, earthquake and intruder drills. The plan follows all guidelines and policies outlined by district board policy.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



Expecting all students to use their hearts and minds well

Governing Board

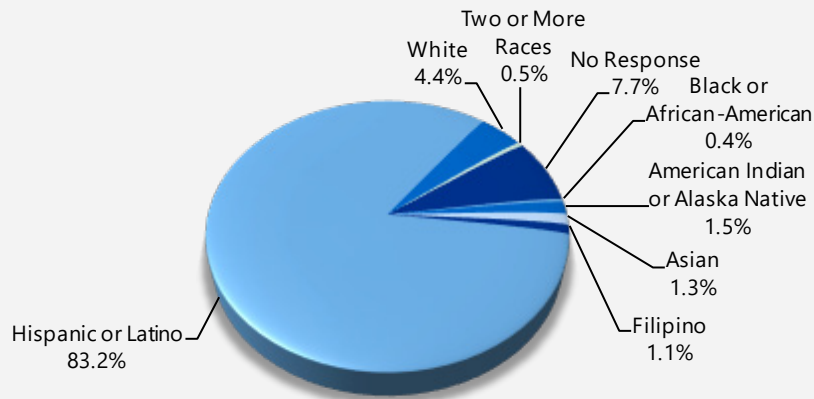
Heather Bass
Mark Good
Patricia Midtgaard
James Pace
Linda Piceno
Jaime Rosso
B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 546 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

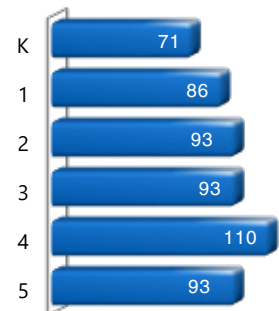
2017-18 School Year



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

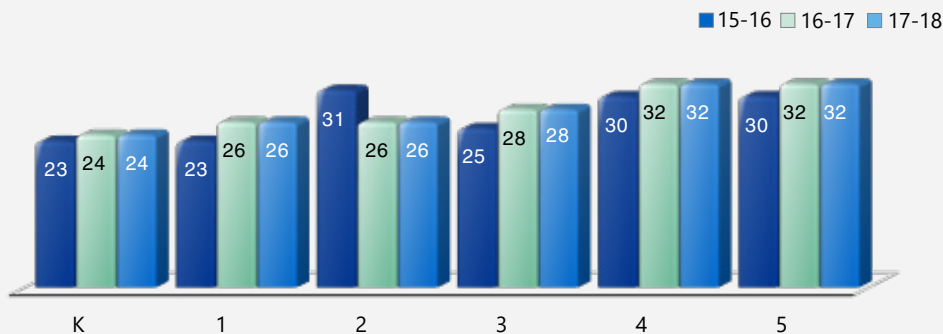


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Glen View ES

	15-16	16-17	17-18
Suspension rates	3.8%	3.8%	3.2%
Expulsion rates	0.0%	0.0%	0.0%

Gilroy USD

	15-16	16-17	17-18
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			3			3	
1		4			4			3	
2		3			4			4	
3		4			4			4	
4		4			4			3	
5		3			3			2	1

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Glen View ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Glen View ES		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	32%	30%	49%	49%	48%	50%
Mathematics	30%	29%	42%	42%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Glen View ES
		Grade 5
Four of six standards		14.1%
Five of six standards		25.0%
Six of six standards		14.1%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	292	285	97.60%	30.18%
Male	132	125	94.70%	21.60%
Female	160	160	100.00%	36.88%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	250	247	98.80%	27.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	248	242	97.58%	25.21%
English learners	191	187	97.91%	26.74%
Students with disabilities	45	42	93.33%	7.14%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	293	287	97.95%	29.02%
Male	133	127	95.49%	26.19%
Female	160	160	100.00%	31.25%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	251	247	98.41%	28.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	249	244	97.99%	25.41%
English learners	192	189	98.44%	30.16%
Students with disabilities	45	41	91.11%	9.76%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

We choose our textbooks from lists that state education officials have already approved.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading	<i>Benchmark Advanced/Benchmark</i>	2017
Reading	<i>Treasures</i> , Macmillan/McGraw-Hill (English language development)	2009
Reading	<i>Tesoros de lectura</i> , Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion)	2009
Mathematics	<i>Go Math!</i> , Harcourt	2016
Science	<i>California Science</i> , Harcourt (K-5)	2007
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson/Scott Foresman (K-3)	2006
History/social science	<i>Reflections</i> , Harcourt (4-5)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2018-19 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

Data collection date	10/4/2018
----------------------	-----------

Types of Services Funded

Most of our state and federal special-purpose funding is used to pay for personnel costs, such as our literacy facilitator, library clerk, assessment paraprofessional, parent/community liaison and office clerk. The literacy facilitator is a key member of all schoolwide initiatives.

Our Home and School Club raises money through fundraisers and activities such as our book fair and Harvest Festival to support field trips and school-related programs for our students.

Gifted and Talented Education (GATE) funds support enrichment activities and supplies. The classes use differentiated instruction techniques to meet the varied individual needs of these students.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/16/2018
Date of the most recent completion of the inspection form		10/16/2018

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	Roof overhangs and soffits are damaged on the 13-16 wing. This will be repaired when needed, area is being monitored by maintenance.	Ongoing
External	Trip hazards from failing asphalt and concrete are repaired as they become an issue. Ongoing as needed.	Ongoing

Parental Involvement

Glen View's School Site Council approves our Single Plan for Student Achievement and makes decisions regarding expenditures related to our instructional program. This team consists of parents, teachers and the principal.

Our English Learner Advisory Committee also meets on a monthly basis to discuss our educational programs and ways in which parents can support their child's progress at home. Our English language development (ELD) facilitator organizes and facilitates these meetings with input from parent participants.

Our Parent Club is a very active group that organizes school activities and raises funds that pay for all of our school field trips. The parent membership continues to increase every year. Besides fundraising, this group is also actively involved in the classrooms as volunteers. Home and School Club-sponsored activities have included Bingo Night, book fairs, Family Movie Nights, Family Science Night, Harvest Festival, Walkathon, and Arts and Crafts Night. For more information on how to become involved, contact Home and School Club President Christina Chavez at gvparentclub@gmail.com.



School Facilities

Glen View Elementary School features 28 classrooms, a multipurpose room, a library, two computer labs, athletic fields and a security fence.

During the 2014-15 school year, more than \$8 million was allocated to Glen View for the rebuilding of a new administration building, computer lab and classrooms. This included eight new classrooms, a new kindergarten playground and a new administration building. Additional work in 2015-16 included new hardscape and blacktop areas. We have a multipurpose room and a library that were constructed in 2005 and one wing of classrooms that has been in existence since 1952 still in use.

A fence around the perimeter of the school provides an additional layer of security that makes the campus safer during and after school hours. Visitors and volunteers must enter campus through the school office area before visiting a classroom or any other school area. All visitors must sign in and wear a visitor's pass.

Yard-duty supervisors monitor and care for students before, during and after school. We have a crossing guard at our busiest intersection that helps students cross before and after school.

Our custodians and district maintenance crew do an outstanding job of keeping our campus clean and neat. We have two custodians that provide service to our school during the day and evening hours.

Every student has access to the library during a scheduled class visit once a week. We use the funds from our district library grant to purchase new books for our students to check out.

We have 468 computers available for student use, which means that, on average, there is one computer for every two students. We have 28 classrooms that are connected to the internet. Students use a variety of software as well as internet resources. Of the 468 computers on site, we have 344 Chromebooks, which have been purchased within the past three years. This has allowed us to have 1:1 Chromebooks in the classroom for grades 3-5.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Gilroy USD	Glen View ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	479	25	25	25
Without a full credential	35	2	1	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Glen View ES		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

Teachers have annual training days before the first day of school when they can share and discuss specific strategies for teaching. There is ongoing staff development during our weekly staff meetings. Each week, teachers meet in grade-level teams to analyze student work, review teaching strategies in order to determine the strengths and weaknesses of program delivery, and plan instruction accordingly.

For the 2018-19 school year, as a district, we have dedicated three days of professional development for our district initiatives. Additionally, there will be at least 10 SEAL staff-development and release days, along with a SEAL coach which is shared between Glen View and another site.

Professional Development Days		Three-Year Data		
		2016-17	2017-18	2018-19
Glen View ES		3 days	3 days	3 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.000
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.130
Psychologist	0.400
Social worker	0.000
Nurse	0.330
Speech/language/hearing specialist	0.800
Resource specialist (nonteaching)	1.000
Other	FTE
Community liaison	0.375
Literacy facilitator	1.000
Assessment paraeducator	0.500
SEAL coach	0.500

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Gilroy USD	Similar Sized District
Beginning teacher salary	\$50,743	\$49,512
Midrange teacher salary	\$74,751	\$77,880
Highest teacher salary	\$94,963	\$96,387
Average elementary school principal salary	\$130,057	\$123,139
Average middle school principal salary	\$139,526	\$129,919
Average high school principal salary	\$147,941	\$140,111
Superintendent salary	\$217,175	\$238,324
Teacher salaries: percentage of budget	34%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

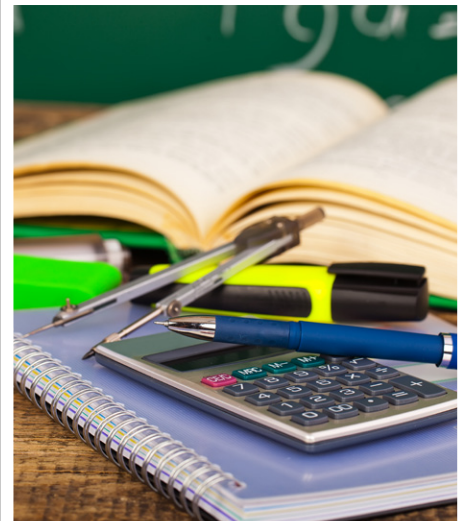
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Glen View ES	\$5,318	\$79,089
Gilroy USD	\$7,833	\$86,053
California	\$7,125	\$79,665
School and district: percentage difference	-32.1%	-8.1%
School and California: percentage difference	-25.4%	-0.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,121
Expenditures per pupil from restricted sources	\$1,802
Expenditures per pupil from unrestricted sources	\$5,318
Annual average teacher salary	\$79,089



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.