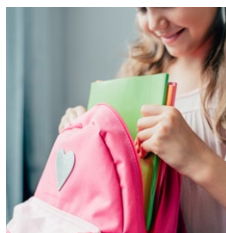
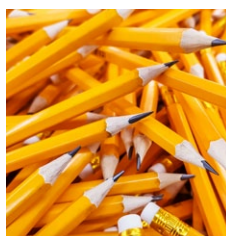
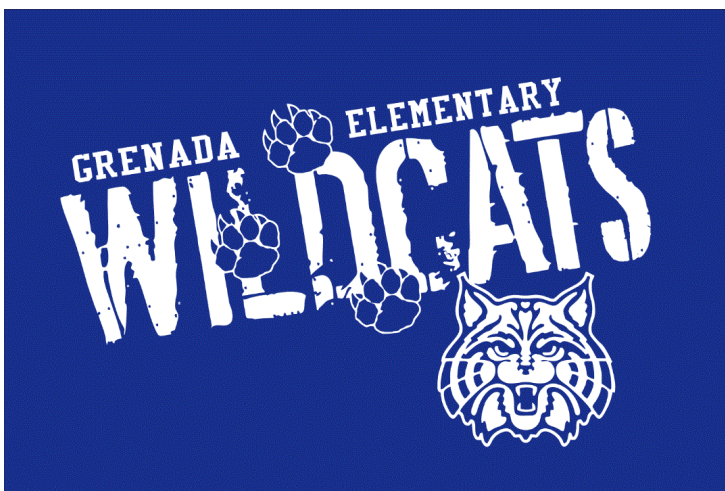
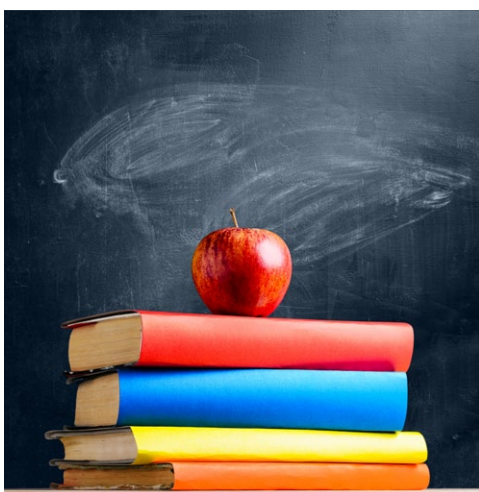


Grenada Elementary School

Grades TK-8
CDS Code 47-70326-6050777

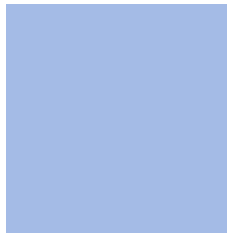
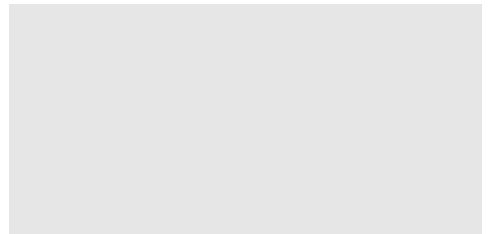
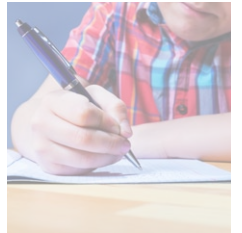
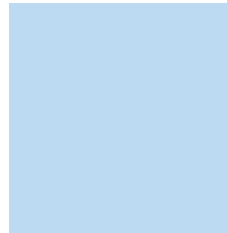
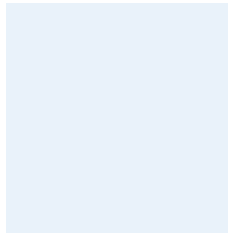
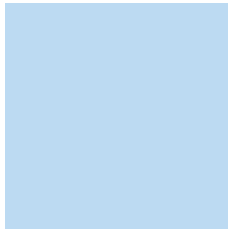
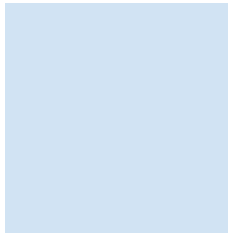
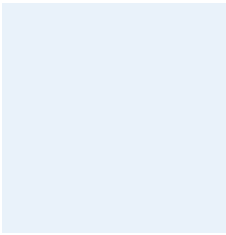
GingerLee Charles
Superintendent/Principal
gingerlee.charles@grenada.k12.ca.us

516 Shasta Boulevard
Grenada, CA 96038
(530) 436-2233
www.grenada.k12.ca.us



Grenada Elementary School District

516 Shasta Boulevard Grenada, CA 96038 ▪ (530) 436-2233 ▪ www.grenada.k12.ca.us





Principal's Message

Future Ready Commitment and Goal

Grenada Elementary School (GES) is committed to intentionally developing communication, collaboration, critical thinking, creativity and character development through California State Standards (CSS)-aligned, technology-infused Project Based Learning for all students. To accomplish this, the GES community is committed to the integration of technology as a tool for classroom learning and to increase teacher, paraprofessional and administrative productivity. By infusing technology into the classroom in this way, students' skill base as technology users grows continuously, which will continue to become more and more important in their future. It is an essential component in their respective educational experiences. They will utilize an increasing variety of technological tools to match the growing complexity of higher education, job and career needs, and therefore need to learn to use technology as an integral part of the learning process to enhance their critical-thinking, problem-solving and communication skills. Teachers will use technology in the curriculum, take advantage of teachable moments, and provide rigorous 21st century learning environments. GES is committed to instilling in each student the desire to learn, a belief in themselves, and the confidence to take appropriate risks and accept challenges.

As you read this School Accountability Report Card of GES, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well.

School Mission Statement

Educating learners for the 21st century through collaboration, communication, creativity, critical thinking and character development.



School Safety

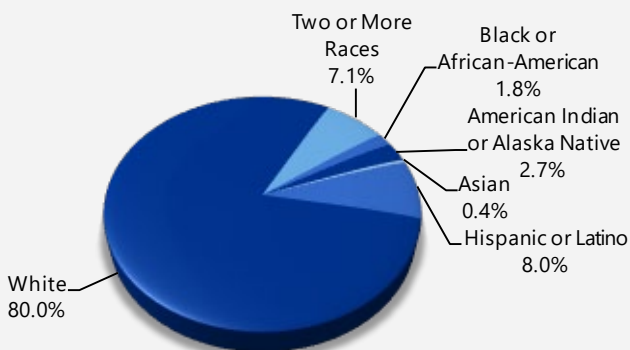
Our school safety plan is updated by March 1 of each school year by our School Site Council. The plan is designed to ensure a safe, healthy and secure learning environment. Our plan covers four main points: Personal Characteristics of Students and Staff, School's Physical Environment, School's Social Environment and School's Culture. School safety is a high priority at GES and is critical to our success. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.

Enrollment by Student Group

The total enrollment at the school was 225 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	57.30%
English learners	0.00%
Students with disabilities	4.90%
Foster youth	0.90%
Homeless	0.00%



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.

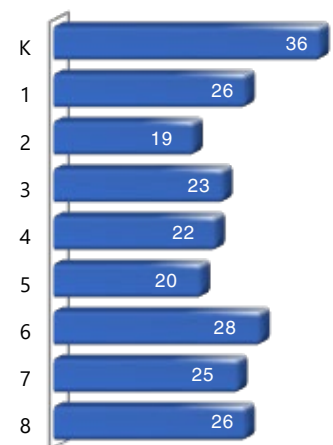
Governing Board

Kevin Gardner, president
Jean Wood, clerk
Chuck Cash
Richie Leach

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



School Vision Statement

The purpose of education is to prepare students to be productive, interdependent, socially responsible, well-rounded, lifelong learners and global citizens who can collaborate, create and communicate in a constantly evolving world. The vision at Grenada Elementary School (GES) is for students to be engaged in a stimulating academic environment with a challenging curriculum that is student-centered and focused on 21st century skills. At GES, we are committed to empowering students to reach their full potential by instilling a growth mindset in them through rigorous academic standards and civic opportunities. Within this context, we see technology as a valuable and essential tool for learning that expands our instructional range and maximizes the capacity of all learners—students, teachers and staff.

Specifically, we envision that technology will be utilized by all students and staff for these purposes:

- To develop lifelong learning skills, including critical thinking, leadership skills and collaboration with peers
- To promote an atmosphere of positive interactions and relationships with people in, around and beyond the GES campus which strengthens and intensifies our Character Education program
- To spark intellectual curiosity and inspire students' love of learning
- To provide global access to information
- To meet the curricular needs of all learners
- To provide access to the general curriculum
- To refine critical-thinking skills and foster creativity
- To provide a medium for expression and communication
- To collect, assess and share data about student outcomes
- To improve administrative efficiency
- To provide skills and proficiencies necessary for the students in their post-K-12 endeavors and careers

This vision will drive our conversations, innovation, planning, and day-to-day and year-to-year implementation of our mission.

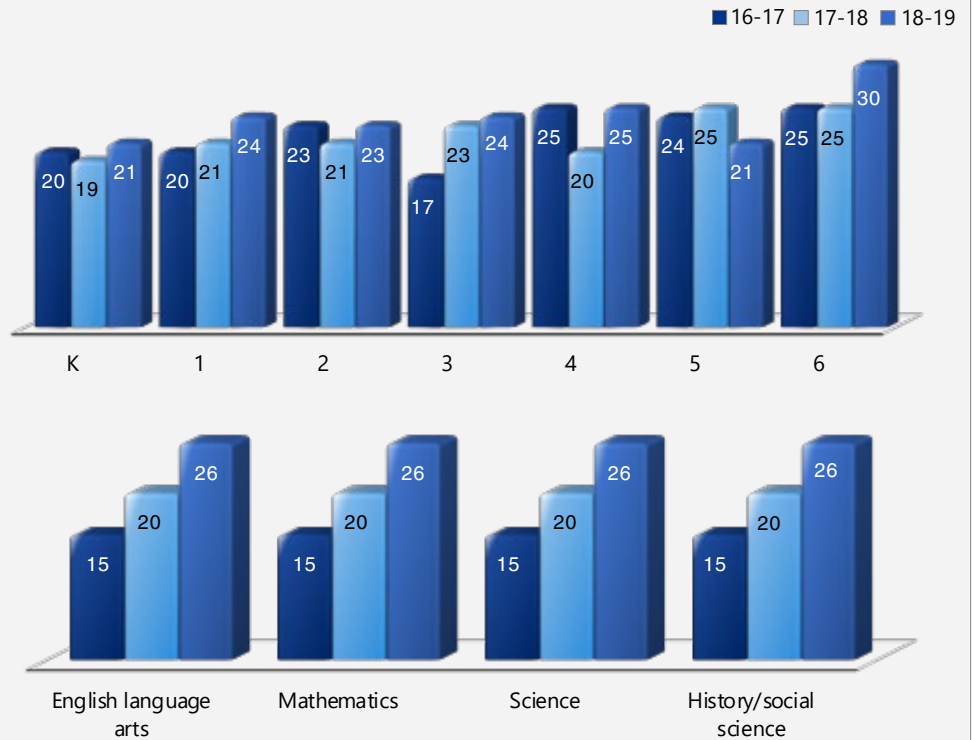
*Respect for Self and Others
Brave Enough To Be Kind*

Class Size Distribution

The bar graphs display 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



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1				1	
1	1				1			1	
2		1			1			1	
3	1				1			1	
4		1			1			1	
5		1			1			1	
6		1			1			1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2			2				2	
Mathematics	2			2				2	
Science	2			2				2	
History/social science	2			2				2	





CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Grenada ES		Grenada ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	
	Grenada ES		Grenada ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	36%	44%	36%	44%	50%	51%
Mathematics	38%	42%	38%	42%	38%	40%

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		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Grenada ES	
		Grade 5	Grade 7
Four of six standards		19.0%	4.0%
Five of six standards		28.6%	40.0%
Six of six standards		28.6%	44.0%

✧ Not applicable.

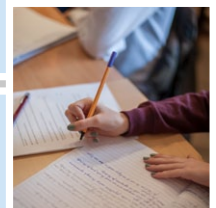
California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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 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 3–8.

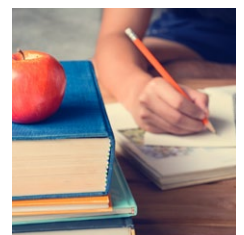
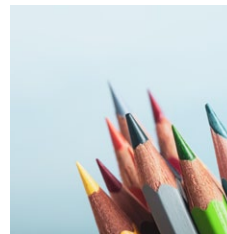
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	153	151	98.69%	1.31%	43.71%
Male	81	80	98.77%	1.23%	38.75%
Female	72	71	98.61%	1.39%	49.30%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	42.74%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	87	98.86%	1.14%	40.23%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

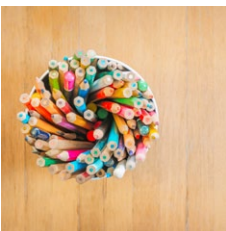




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	153	151	98.69%	1.31%	41.72%
Male	81	80	98.77%	1.23%	37.50%
Female	72	71	98.61%	1.39%	46.48%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	38.46%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	87	98.86%	1.14%	39.08%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.



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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	0%



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	
2019-20 School Year	
Data collection date	9/19/2019

Textbooks and Instructional Materials

The entire GES staff participates in the review and selection of all textbooks and curriculum by utilizing the Adoption Toolkit, attending grade-level and countywide articulation meetings and piloting programs. Being a very small school, each teacher is very involved in every step of the process. All textbooks are selected from the state-adopted list. All textbook adoptions follow the state adoption cycle. The district board reviews the textbooks annually every September for sufficiency of instructional materials.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, McGraw-Hill (TK-5)	2015
Reading/language arts	Mirrors and Wonders, EMC Publishing (6-8)	2016
Mathematics	Math, CPM (6-8)	2015
Mathematics	EnVisionmath, Pearson (TK-5)	2014
Science	California Science, Harcourt School Publishers (K-5)	2009
Science	California Inspire, McGraw Hill (3-8)	2020
History/social science	Impact: CA Social Studies, McGraw Hill (K-5)	2019
History/social science	McGraw Hill (6-8)	2019
Health	Teen Health, Glencoe (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks		2019-20 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.





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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 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		Exemplary
Date of the most recent school site inspection		11/14/2019
Date of the most recent completion of the inspection form		11/14/2019

School Facilities

Our campus is well maintained and attractive. We take great pride in keeping it that way. We maintain a large grass field for soccer, baseball and football. Our students do much of the school beautification, which helps build a feeling of stewardship. Students assist with planting, weeding and maintaining our beautiful school garden and several flowerbeds. We hold a spring Beautification Day with participation from TK-8 students, staff and family members. Some of our parents and PTO buy and plant some flowers that help keep our campus beautiful. We were able to buy a new riding lawn mower that mulches in 2016. We replaced fencing and installed a gate in the front of the school to increase security in 2019. We upgraded our cafeteria kitchen with new flooring, paint and dishwasher in the summer of 2019.

All doors, trim, classroom interiors, outbuildings, safety zones and the primary lobby were painted in 2013, with more work being completed each summer until each building is completed. The rooms for grades TK-5 have new carpet, and the grades TK-1 and 3-8 classrooms have new furniture. At the current time, we have no portable buildings, but with increasing enrollment, we are researching the possibilities of adding portables to meet our needs. As of 2016, we have been able to add more storage to our campus. We have repurposed the rooms for the SAFE After School Program, transitional kindergarten and the resource room, and our technology has been upgraded to include access points and switches providing Wi-Fi access campuswide. In the summer of 2019, we upgraded our PA system campuswide. Our campus has a cafeteria building and beautiful full-sized gym with new insulation, heating and air-conditioning as of 2016. We have new bathroom facilities next to our gym and updated the middle school restrooms with automatic flush systems in 2016. In 2017, we installed three solar tracker panels, and a new heating and air-conditioning system in the gym and cafeteria by utilizing the Proposition 39 California Clean Energy Jobs Act grant funds. New energy efficient HVAC units were installed in all classrooms in the spring of 2018 through Prop 39.

We are continuously working to make sure our school is a safe place for everyone. Insurance companies make periodic inspections to advise us of any potential safety hazards. We upgraded our alarm system in 2015, and our security measures are in accordance with our school safety plan. The district takes great effort to ensure that all schools are clean, safe and functional with the available resources. The district has established a cleaning standard for all school facilities and assigns and inspects custodial work. Food service and restroom facilities are given highest priority to ensure the health and safety of students and staff on a daily basis. Basic cleaning operations occur in every classroom, the cafeteria, kitchen and all bathrooms every school day. Other cleaning functions may be scheduled on less-than-daily frequency due to the limitations of available custodial resources.

Continued on sidebar

Parental Involvement

Parental involvement is highly valued and appreciated at GES. Our small school community takes pride in establishing a family-friendly educational atmosphere. We strongly believe parental involvement has a tremendous impact on student success and provide many opportunities to increase family engagement and strengthen the home-to-school connection. Many parents attend back-to-school night, open house, Harvest Festival, Santa Store, Christmas Program, book fair, monthly assemblies, field trips, student conferences, fundraising activities and athletic events. Parents and staff work together on the following committees to support, inform, develop and implement programs for our school and students: Parent Teacher Organization (PTO), Site Council/ Multi-Tiered Systems of Support (MTSS) team, Sports Foundation and Local Control and Accountability Plan (LCAP). Parents are encouraged to volunteer in classrooms and assist with supervision on field trips, etc. We provide parenting resources through our weekly newsletter, the GES Connection, and on our school website in addition to quarterly parenting classes. We continually strive to expand ways to communicate with families and enhance our partnership. Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may contact our parent liaison Nikita McLaughlin at (530) 436-2233 on how to volunteer your time, information on how to become part of any school committee or information regarding any support or resources available in the school or local community.

School Facilities

Continued from left

During the 2015-16 school year, we installed or repaired three sets of drinking fountains. In the summer of 2019 we installed a water bottle filler. This has been very popular with students, staff and families. As part of our continued beautification project, we planted new shade trees along the grades 5-8 classrooms and along the north side of the school in 2017. We had three solar panels with a new fence installed. New fencing was also placed around the transitional kindergarten play area. In 2018, new fencing and a secure gate were installed along the front of the school. We put in new flooring in the cafeteria. We purchased a large shed and a large variety of new equipment for recess. We are continuing to do upgrades and general updates according to our Facilities Master Plan.



Professional Development

Professional Development Days

Number of school days
dedicated to staff development
and continuous improvement

2017-18	3
2018-19	3
2019-20	3

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

2018-19 School Year

	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.86
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.20
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.50

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			
	Grenada ESD	Grenada ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	12.3	11.42	12.48	12.3
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0.5	0	0.48	0.5

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		
	Grenada ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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.

Suspensions and Expulsions	Three-Year Data								
	Grenada ES			Grenada ESD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	10.4%	4.8%	2.9%	10.4%	4.8%	2.9%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

✧ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Grenada ESD	Similar Sized District
Beginning teacher salary	⊛	\$45,252
Midrange teacher salary	⊛	\$65,210
Highest teacher salary	⊛	\$84,472
Average elementary school principal salary	⊛	\$107,614
Superintendent salary	⊛	\$124,686
Teacher salaries: percentage of budget	28%	31%
Administrative salaries: percentage of budget	6%	7%

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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Grenada ES	\$7,866	\$45,658
Grenada ESD	\$7,866	\$45,658
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+4.8%	-29.7%

⊛ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

Types of Services Funded

The following are some of the programs and supplemental services funded through categorical and other sources as outlined in our Single School Plan/LCAP: school counselor, intervention specialist, Resource Program, instructional aides, Social Skills classes, field trips, technology (1:1 students to devices, audiovisual equipment), performance assemblies (plays, music, character education), professional development, SAFE After School Program, GES Connection (weekly publication), Audio Visual & Satellite Library, single grade-level classrooms, and athletic programs.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,204
Expenditures per pupil from restricted sources	\$338
Expenditures per pupil from unrestricted sources	\$7,866
Annual average teacher salary	\$45,658

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.

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 2019.

School Accountability Report Card

PUBLISHED BY:

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