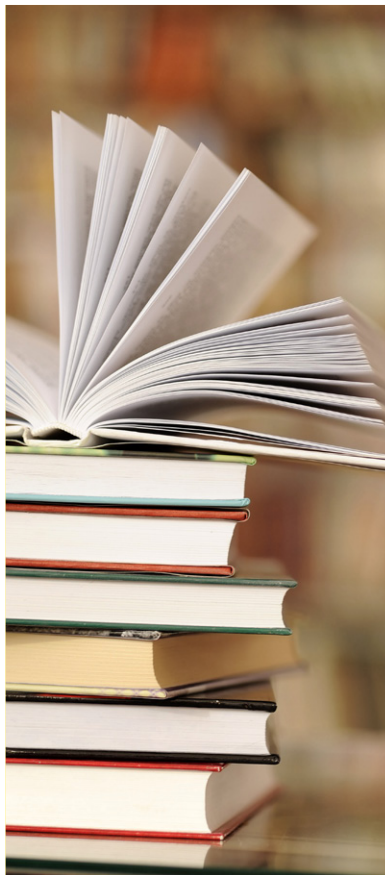


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Louis J. Villalovoz Elementary School

Grades K-5
CDS Code 39-75499-6106488

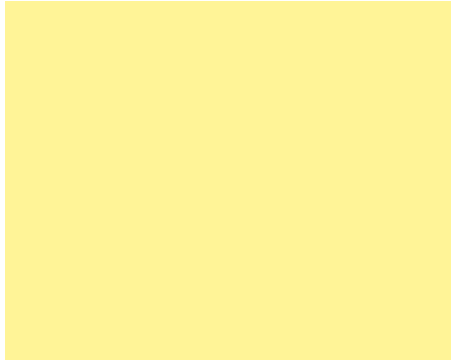
Erin Quintana
Principal
equintana@tusd.net

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Tracy, CA 95376
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www.tracy.k12.ca.us/sites/ves

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

Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200



Principal's Message

Dear students and parents,

Our dedicated teachers and support staff clearly care about all our students and their education. The community at Louis J. Villalovoz Elementary School works collaboratively, utilizing data and the best instructional practices to assist each student in meeting or exceeding their academic potential.

Here at Villalovoz we focus on academic achievement and a positive school culture. Our staff have high expectations that students will be successful as lifelong learners.

We educate the whole child by stressing the importance of being a good citizen and a role model in the community by focusing on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Schoolwide, we are also using the Second Steps Curriculum to help support student needs.

When you step onto our campus, I am sure you will feel a sense of community and realize that we are a spirited group, and we are proud to be the Villalovoz Pandas!

Follow Villalovoz Elementary on our website or on Facebook at www.facebook.com/LouisJVillalovozElementarySchool for school updates, events around campus and special announcements.

Sincerely,

Erin Quintana
Principal

School Mission Statement

The mission of Louis J. Villalovoz Elementary School is to instill within our students the desire to become productive model citizens by promoting lifelong learning and encouraging academic achievement, self-motivation, moral character and social development.

Parental Involvement

Villalovoz Elementary recognizes that parental involvement is essential for a successful school program. We have an active Parent Faculty Club (PFC) that meets the second Wednesday of each month at 4 p.m. in the library to plan fundraisers and events to raise money for student field trips, teacher supplies, and special student awards. This friendly group of volunteers is always willing to welcome new members and ideas to their meetings. We have many opportunities for parents to be a part of our school culture.

We actively seek parental support in the following activities and events: classroom volunteers, School Site Council, English Language Acquisition Committee, District Language Acquisition Committee, Superintendent's Forum, PFC, Parent Café, Student of the Trimester assemblies, honor roll assemblies and the student talent show.

Our parent liaison communicates with families that are Spanish speaking and encourages them to attend school events and become involved in their child's education.

Our monthly newsletter, The Panda Patter, is provided in English and Spanish, and it communicates important school information. Additionally, we have an updated website, Facebook page, and we utilize the SchoolMessenger phone-calling system to inform parents of important events and activities. We provide parent communication in English and Spanish.

For more information on how to become involved at the school, please contact MariAnn Albrecht, PFC president, at villalovozpfc@att.net.

School Safety

Student safety is our first priority at Villalovoz Elementary, and for this reason, we are a closed campus. This means that only students are allowed to come onto campus in the morning as school personnel usher them through the school gates. Parents are welcomed on campus once they have passed clearance through the Department of Justice and the district office.

At the beginning of each school year, school-wide rules are established and published in our student handbook, and students attend a school rules assembly.

Additionally, each teacher provides parents with their own classroom guidelines and discipline procedures.

Villalovoz promotes a positive and safe school environment by teaching our students Character Counts! We focus on trustworthiness, respect, responsibility, fairness, caring and citizenship. Staff members award students "panda points" for displaying positive behavior, and they may redeem these points at our student store each month.

Each August, the school-wide safety plan is updated, revised and reviewed with the school staff. The safety plan has procedures and drills in place for the following: emergency communications, fire, earthquake, shelter-in-place, lockdown, student indoor and outdoor evacuations, and emergency student release.

The school office, library and each classroom is stocked with an emergency bucket of supplies. Each month, we review and practice fire drills. Earthquake and intruder drills are practiced once a trimester.

The safety plan was last updated, revised and reviewed with the entire school staff in August 2018.

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.



TRACY
UNIFIED SCHOOL DISTRICT

*"The future belongs
to the educated."*

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

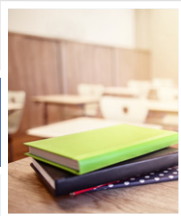
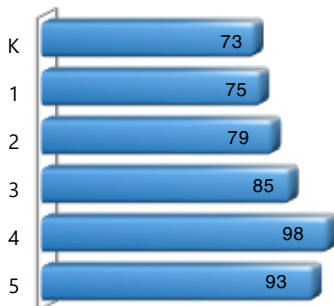
Ameni Alexander, Member

Lori Souza, Member

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



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

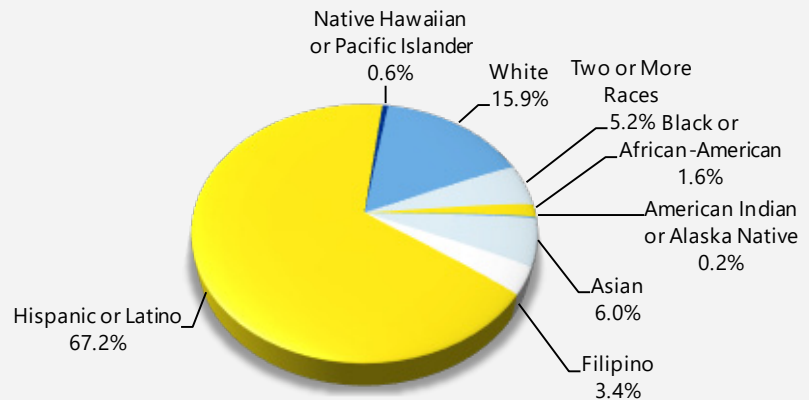
Villalovoz ES			
	15-16	16-17	17-18
Suspension rates	1.8%	4.9%	1.5%
Expulsion rates	0.0%	0.0%	0.0%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 503 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year



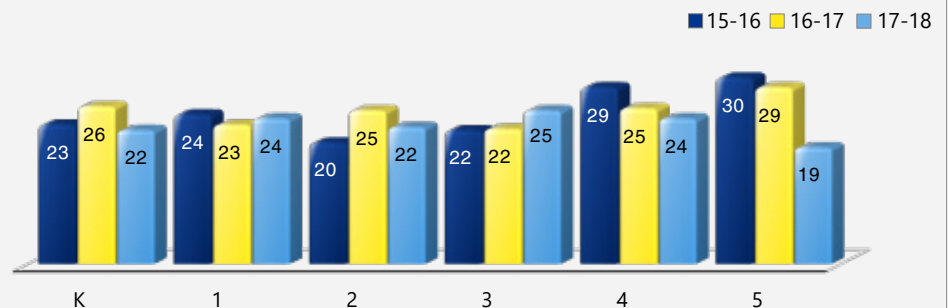
Socioeconomically disadvantaged	70.40%	English learners	38.80%	Students with disabilities	13.90%	Foster youth	0.00%
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Class Size Distribution

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



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		3			3		3	1	
1	4				3			3	
2		4			3		1	2	
3		4			4			2	
4		4			3			3	
5		3			4		3		

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	
	Villalovoz ES		Tracy 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	
	Villalovoz ES		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	34%	42%	41%	42%	48%	50%
Mathematics	31%	40%	29%	30%	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		Villalovoz ES
		Grade 5
Four of six standards		20.60%
Five of six standards		18.60%
Six of six standards		20.60%

✧ 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 3-6.

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 3-6)

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	279	279	100.00%	42.29%
Male	137	137	100.00%	39.42%
Female	142	142	100.00%	45.07%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	57.14%
Filipino	❖	❖	❖	❖
Hispanic or Latino	197	197	100.00%	41.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	42	100.00%	50.00%
Two or more races	13	13	100.00%	46.15%
Socioeconomically disadvantaged	197	197	100.00%	35.03%
English learners	132	132	100.00%	34.85%
Students with disabilities	42	42	100.00%	9.52%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	279	278	99.64%	40.29%
Male	136	135	99.26%	39.26%
Female	143	143	100.00%	41.26%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	71.43%
Filipino	❖	❖	❖	❖
Hispanic or Latino	197	197	100.00%	34.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	42	41	97.62%	56.10%
Two or more races	13	13	100.00%	53.85%
Socioeconomically disadvantaged	197	196	99.49%	35.71%
English learners	133	133	100.00%	33.08%
Students with disabilities	42	42	100.00%	11.90%
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.

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	Fair	
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	7/18/2018	
Date of the most recent completion of the inspection form	7/18/2018	

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
Restrooms/fountains	Faucet not working, low water pressure; stall door missing. Repairs completed.	8/16/2018

School Facilities

General

The Tracy Unified School District takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Louis J. Villalovoz Elementary School for the 2018-19 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 27 classrooms, a multipurpose room (MPR), library, administration building, stage and kitchen. The main campus was built in the 1987-88 school year.

Additions were constructed in the 1988-89 school year (multipurpose room), 1999-00 (five relocatable classrooms and one relocatable restroom), 1991-92 (one relocatable classroom), 1998-99 (two classrooms added for Class Size Reduction) and 2008-09 (two relocatable classrooms), 2016 (intrusion alarm system).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Continued on sidebar

School Facilities

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Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district elected to commit deferred maintenance funding to cover general fund expenditures.

School Vision Statement

High levels of learning for all students.



Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.



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

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	9/28/2018

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 a 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.

Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders (TK-5 tradition)	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5)	2007

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
Villalovoz ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		◇
Foreign language		◇
Health		◇

About Our School

Villalovoz Elementary is a K-5 neighborhood school that opened during the 1987-88 school year and has been serving families for over 30 years. Our caring staff is dedicated in assisting each child by helping them reach their fullest potential. To help our students attain their goals, we offer a variety of special programs that assist our general- and special-education students, as well as our English language learners.

To help our students succeed, we offer interventions throughout the school day that allow students to study at their own ability level. Villalovoz also offers English language development (ELD) where students receive additional assistance 30 minutes each day.

We have an active Boys & Girls Club on campus to provide after-school support for students. We also have student groups, such as Math Olympiad, Panda Paws and Cheerleading.

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		
	Tracy USD	Villalovoz ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	24	23	23
Without a full credential	44	1	1	1
Teaching outside subject area of competence (with full credential)	8	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		
		Villalovoz 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

The district offers professional development opportunities for all staff members during the school year and three full days before the school year starts. Each Monday we also have early release so teachers get staff-development opportunities and collaboration time. Teachers meet biweekly in their professional learning community. During this time, teachers meet by grade levels to plan, evaluate and collaborate.

We have one teacher who attends district meetings and receives ongoing staff development on the implementation of rigorous curriculum-design math units. We have five teachers who attend district meetings and receive staff development on Next Generation Science Standards. These lead teachers share their knowledge with the staff. We have arranged all-day sessions for our district science-leadership team to conduct lesson planning and lesson studies.

This year, some staff will receive Guided Language Acquisition Design (GLAD) training with a consultant.

Kindergarten through second grade are using iRead early intervention program. iRead is a digital foundational reading program designed to close the achievement gap early and place all kindergarten through second-grade students on the path to reading proficiently by third grade. Teachers will work with a consultant throughout the year for continued coaching and to monitor student progress.

We contracted with the San Joaquin County Office of Education (SJCOE) to provide professional development in Number Talks. Each grade level will have three days to focus on lesson studies with the consultant.

We will have seven teachers and one administrator attend a three-day conference on Professional Learning Community (PLC). Professional Learning Community is designed to guide educators that meet regularly to share expertise and to work collaboratively to improve teaching skills and academic performance of students.

Professional Development Days		Three-Year Data		
		2016-17	2017-18	2018-19
Villalovoz ES		5 days	5 days	5 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	0.00
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.40
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.75
Social worker	0.00
Nurse	0.63
Speech/language/hearing specialist	1.20
Resource specialist (nonteaching)	1.00
✧ Not applicable.	



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	\$7,177
Expenditures per pupil from restricted sources	\$1,499
Expenditures per pupil from unrestricted sources	\$5,678
Annual average teacher salary	\$74,756

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
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$49,512
Midrange teacher salary	\$70,952	\$77,880
Highest teacher salary	\$93,286	\$96,387
Average elementary school principal salary	\$126,958	\$123,139
Average middle school principal salary	\$133,564	\$129,919
Average high school principal salary	\$136,424	\$140,111
Superintendent salary	\$221,734	\$238,324
Teacher salaries: percentage of budget	39%	36%
Administrative salaries: percentage of budget	6%	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
Villalovoz ES	\$5,678	\$74,756
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	-7.1%	+0.3%
School and California: percentage difference	-20.3%	-6.2%

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 2018.

School Accountability Report Card

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