



Melville S. Jacobson Elementary School

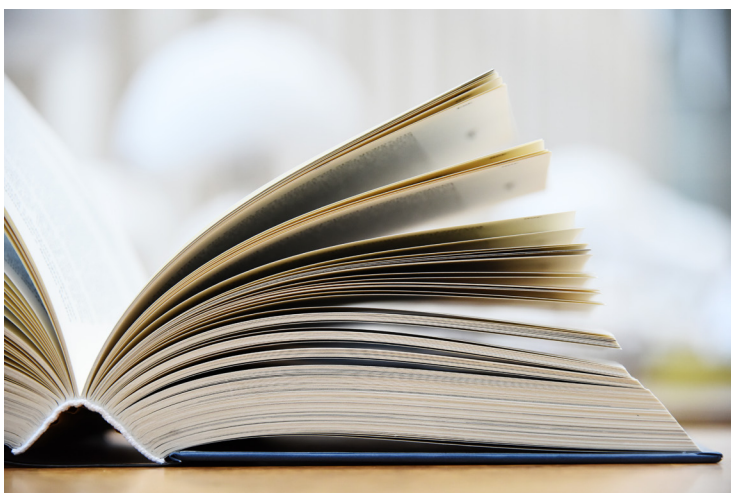
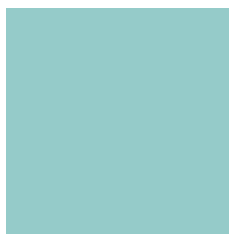
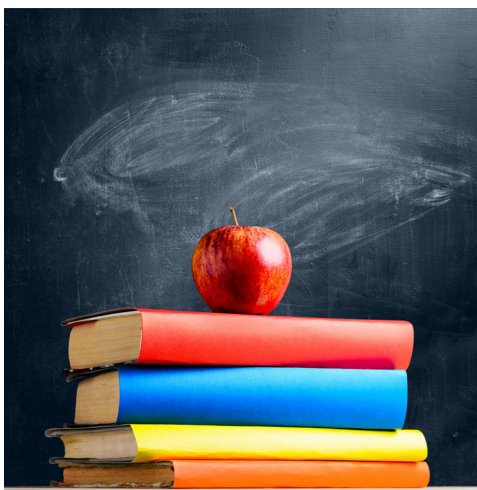
Grades K-5
CDS Code 39-75499-6107973

Mary Petty
Principal
mpetty@tusd.net

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(209) 830-3315

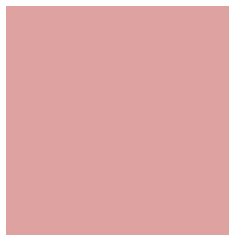
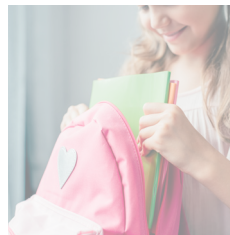
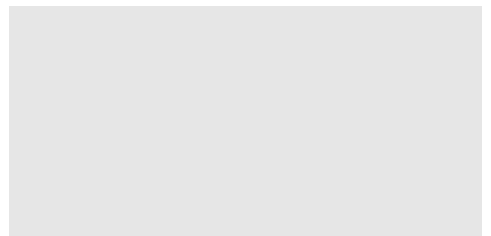
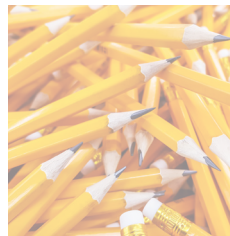
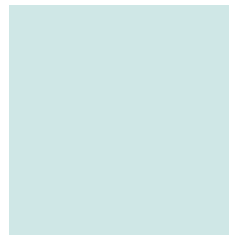
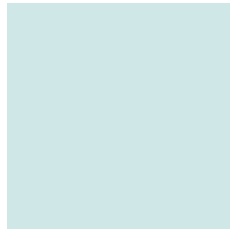
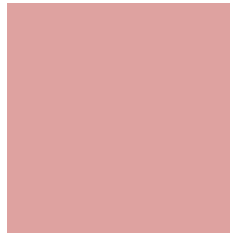
www.tracy.k12.ca.us/sites/jes

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,

Welcome to Melville S. Jacobson Elementary School! Jacobson is a transitional K-5 neighborhood school that was built in 1990. The school has been serving families for 29 years.

Our special programs at Jacobson focus on academic achievement and promote a positive school climate. It is our goal to ensure that each student is a competent reader, writer and mathematician, meeting or exceeding grade-level standards. The school has many programs to assist general and special education students as well as our English language learners.

Our Jacobson staff members have high expectations that students will be successful as lifelong learners. Teacher teams collaborate and use data to set goals and improve teaching and learning, expanding the curriculum to recognize the increased expectations of technology and society upon our young people. An example of this professional learning collaboration is our daily intervention block where students are taught specific standards based on student assessment scores. Students learning the English language receive additional support in their classroom as well as in small groups.

Students learn and model the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are elected to serve on Student Council and plan many activities, including spirit days. In addition, we offer social emotional support having counselors on our campus that provide intervention for academics, social/life skills, and specific mental health needs for all of our students, 4 days a week.

Our current academic goal for the 2019-20 school year is an overall focus on academic writing. Teachers are including daily schedules, essential questions, and learning objectives in their classrooms. This exposure to academic language will help support the integration of subject matter writing.

Our school involves parents and students in multiple evening activities. Please follow us on Facebook or our school website for school updates, special announcements and events around campus.

Sincerely,

Mary Petty, Principal

School Mission Statement

The mission of Melville S. Jacobson Elementary School is to inspire students to be lifelong learners by providing engaging, rigorous curriculum and relevant collaborative learning opportunities. The Jacobson School community will prepare students to solve real-world 21st-century problems and empower students to value diversity, themselves and others.

Parental Involvement

Jacobson Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school, such as volunteering in the classroom or participating in School Site Council, District Title I Parent Advisory Committee or Jacobson Staff Parent Association (JSPA).

The parent club welcomes parents to attend JSPA meetings. Our JSPA organizes our fundraisers, family movie nights, and other fun events for our school community. Information is posted on the marquee, on our Facebook page and on our newly updated school website.

Jacobson also uses SchoolMessenger communications system to contact families by phone or email to make them aware of important upcoming events in English and Spanish.

Please do not hesitate to call the office at (209) 830-3315 or reach out to our JSPA President Nichole Garrick. We look forward to collaborating with you!

School Safety

Student safety is a major priority at Jacobson Elementary. Each year the school's safety plan is reviewed and updated. Staff and students participate in monthly fire drills. Earthquake drills are conducted each quarter. Each classroom is equipped with an emergency-response backpack and bucket containing items deemed necessary in the event of an emergency. All visitors to the school must sign in at the office, and all staff members wear badges. Staff members on duty wear an orange vest for easy identification. Fencing and gates surround the school site for additional safety and security. There are 19 security cameras located throughout the school. A positive school climate and safety are of upmost importance. The district School Safety and Violence Prevention Handbook and education code are followed. Inappropriate student conduct is not tolerated. Results from the school surveys indicate that staff, students and parents agree that Jacobson has a positive climate. Students demonstrating good character are acknowledged on a regular basis.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.



"The future belongs to the educated."

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

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.



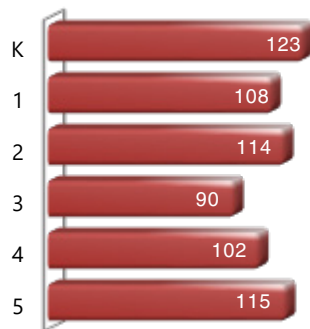
Board of Trustees

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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

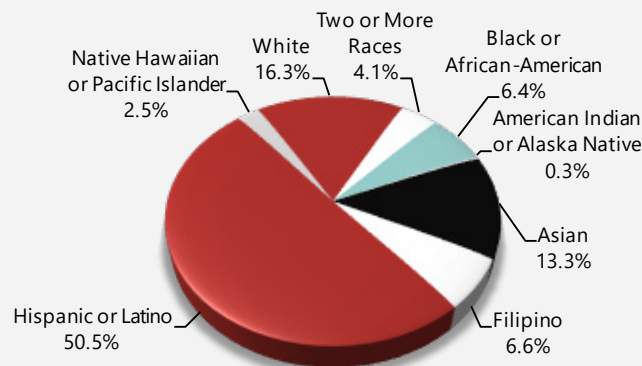


Enrollment by Student Group

The total enrollment at the school was 652 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



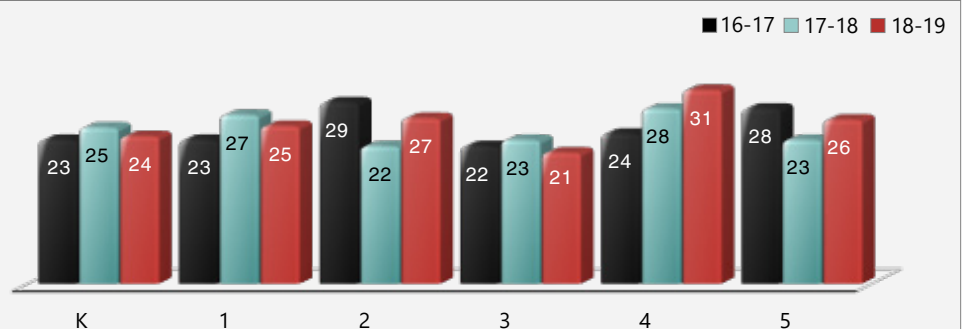
Socioeconomically disadvantaged	66.40%
English learners	33.30%
Students with disabilities	12.30%
Foster youth	0.90%
Homeless	2.80%

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

Jacobson ES

	16-17	17-18	18-19
Suspension rates	2.1%	4.7%	7.9%
Expulsion rates	0.2%	0.0%	0.0%

Tracy USD

	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

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



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	
	Jacobson ES		Tracy USD		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	
	Jacobson ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	26%	34%	42%	44%	50%	51%
Mathematics	27%	30%	30%	31%	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		Jacobson ES
		Grade 5
Four of six standards		23.5%
Five of six standards		20.9%
Six of six standards		10.4%

✧ 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 3–5.

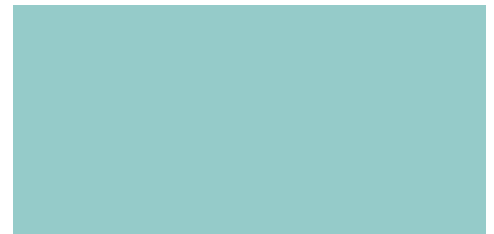
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 3-5)

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	300	294	98.00%	2.00%	33.67%
Male	151	147	97.35%	2.65%	31.29%
Female	149	147	98.66%	1.34%	36.05%
Black or African-American	17	17	100.00%	0.00%	17.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	39	39	100.00%	0.00%	12.82%
Filipino	24	24	100.00%	0.00%	54.17%
Hispanic or Latino	152	147	96.71%	3.29%	34.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	49	48	97.96%	2.04%	37.50%
Two or more races	11	11	100.00%	0.00%	54.55%
Socioeconomically disadvantaged	201	197	98.01%	1.99%	29.95%
English learners	116	113	97.41%	2.59%	23.01%
Students with disabilities	41	40	97.56%	2.44%	2.50%
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.

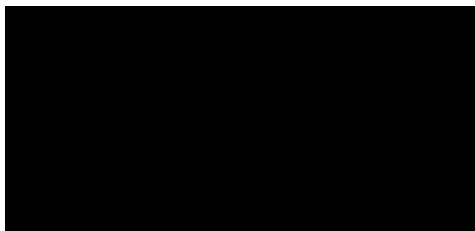
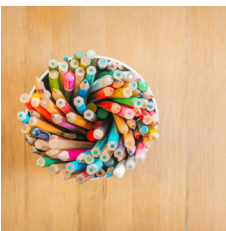




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	300	296	98.67%	1.33%	29.73%
Male	151	149	98.68%	1.32%	31.54%
Female	149	147	98.66%	1.34%	27.89%
Black or African-American	17	17	100.00%	0.00%	17.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	39	39	100.00%	0.00%	30.77%
Filipino	24	24	100.00%	0.00%	54.17%
Hispanic or Latino	152	149	98.03%	1.97%	28.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	49	48	97.96%	2.04%	25.00%
Two or more races	11	11	100.00%	0.00%	27.27%
Socioeconomically disadvantaged	201	199	99.00%	1.00%	26.63%
English learners	116	115	99.14%	0.86%	27.83%
Students with disabilities	41	41	100.00%	0.00%	14.63%
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.





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	9/24/2019

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		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders (TK-5 tradition)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5) (undergoing pilot 2019-2020)	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		2019-20 School Year
Jacobson ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

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



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		7/2/2019
Date of the most recent completion of the inspection form		7/2/2019



School Facilities

General

The Tracy Unified School District takes great effort 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 Melville S. Jacobson Elementary School for the 2019-20 school year.

Age of School/Buildings

This school has 32 classrooms, a multipurpose room (MPR), library, administration building, storage building and kitchen. The main campus was built in 1989.

Additions were constructed in the 1992-93 school year (one relocatable classroom), 1993-94 (one relocatable classroom), 1997-98 (four classrooms added for Class Size Reduction), 2005-06 (three relocatable classrooms) and 2016 (intrusion alarm system, reconfigured parking lot for access compliance).

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.

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 has elected to commit deferred maintenance funding to cover general fund expenditures.

Professional Development

Lifelong learning is a goal for all stakeholders at Jacobson Elementary. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards and provide forums for teachers to discuss instruction and student learning. This occurs biweekly when teachers meet in their professional learning community. Teachers meet regularly by grade level to plan, evaluate and collaborate on English language arts and math units.

We have two math teacher leaders who attend district meetings and receive ongoing staff development on the implementation of rigorous curriculum design math units. These lead teachers share their knowledge with the staff and provide expertise with their colleagues and Jacobson.

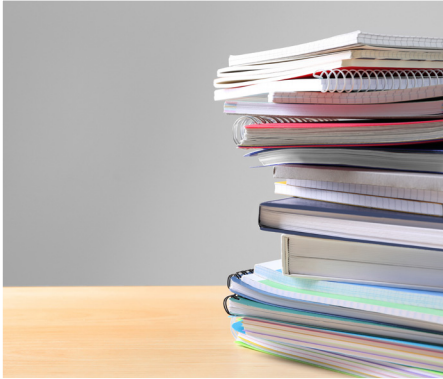
This year we have contracted with one of our district staff development instructors to provide monthly professional development workshops on multiple subjects. Tracy Unified is also providing math literacy and fluency training for our primary grades. This professional development is done through release days and presentations during staff meetings on early release Mondays. Another focus is on the Next Generation Science Standards. Our professional development department has also offered a number of Saturday training days in the areas of science and mathematics to continue the transition to Next Generation Science Standards.

About 60 percent of our staff is Guided Language Acquisition Design (GLAD) trained and will receive a coaching day with a GLAD consultant. The coaching includes release time to work with a GLAD coach to further develop GLAD instructional strategies. Project GLAD is an effective instructional model for teaching ELD and literacy. We will continue to train more teachers to provide GLAD instruction this school year.

Students in grades K-2 use iRead early intervention program. iRead is a new digital foundational reading program designed to close the achievement gap early and place all K-2 students on a path to reading proficiency by third grade. Teachers work with a consultant as needed for continued coaching and monitoring student progress.

Response to Intervention (RTI) is designed to continually focus a school's attention and resources to the individual child and their needs. Students in grades 1-5 have an intervention block schedule five days a week to focus on areas of weakness, that is supported by their teacher and an intervention paraprofessional. Jacobson Elementary is dedicated to lifelong learning not only for our students, but for our staff and community as well.

Continued on page 10



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)	2.40
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.66
Psychologist	1.00
Social worker	0.00
Nurse	0.0
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

Professional Development, *Continued from page 9*

Additionally, our staff has been attending professional development training regarding the social and emotional needs of our students. We acknowledge that in order for our students to learn at their optimal potential, their social and emotional needs must be a priority in the classroom. Each teacher is providing Second Step curriculum to help students learn the necessary social and life skills. Furthermore, we have the support of mental health counselors on our campus four days a week to help our students with their academic, social, emotional and/or mental health needs.

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	5	5	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		
	Tracy USD	Jacobson ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	27	27	29
Without a full credential	20	2	0	0
Teaching outside subject area of competence (with full credential)	57	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		
	Jacobson 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	



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.

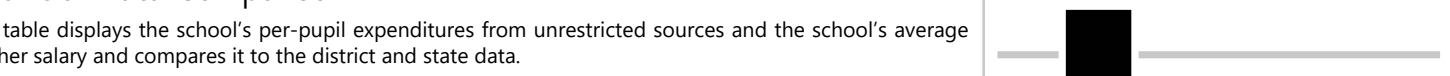
Salary Data		2017-18 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$51,374
Midrange teacher salary	\$70,952	\$80,151
Highest teacher salary	\$93,286	\$100,143
Average elementary school principal salary	\$127,236	\$126,896
Average middle school principal salary	\$128,903	\$133,668
Average high school principal salary	\$143,734	\$143,746
Superintendent salary	\$221,917	\$245,810
Teacher salaries: percentage of budget	36%	35%
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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Jacobson ES	\$5,441	\$79,799
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-33.5%	+13.9%
School and California: percentage difference	-27.5%	-2.7%



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,087
Expenditures per pupil from restricted sources	\$2,647
Expenditures per pupil from unrestricted sources	\$5,441
Annual average teacher salary	\$79,799



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.

Melville S. Jacobson Elementary School

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

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