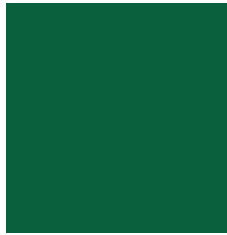
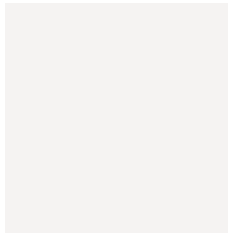


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Wanda Hirsch Elementary School

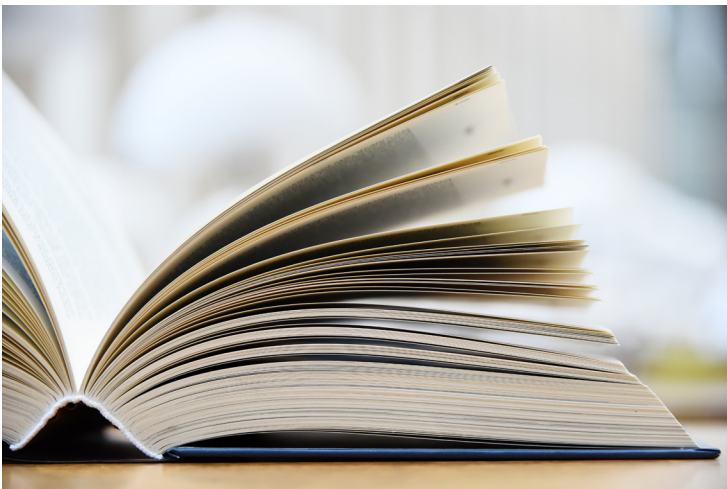
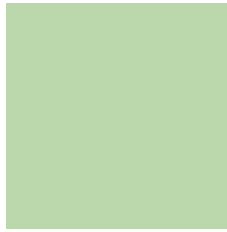
Grades TK-5
CDS Code 39-75499-6114490

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

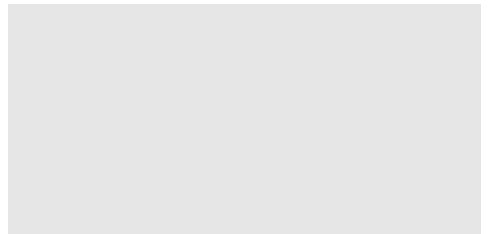
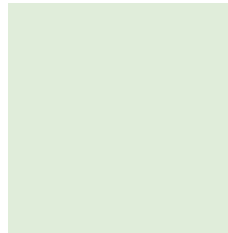
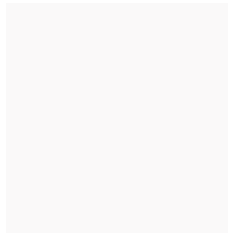
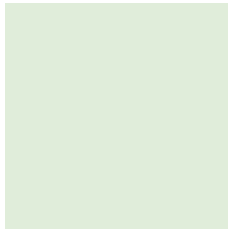
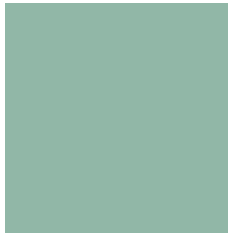
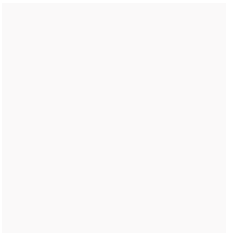


Tracy Unified School District

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 parents and students,

Welcome to Wanda Hirsch Elementary School! Hirsch is a preschool through fifth-grade neighborhood school built in 1997. Our school has been serving families for 22 years. Hirsch cultivates a collaborative culture through the development of high performing teams involving colleagues, parents and students by analyzing relevant data and information to promote continuous improvement. Our school community is proud that Hirsch was recognized in 2002, 2004 and 2010 as a California Distinguished School. The programs at Hirsch focus on academic achievement and promote a positive school climate. Our school's mission is to engage all students in 21st century learning and provide them with the skills they need to succeed in a modern world. Our staff members have high expectations that students will be successful as lifelong learners, problem solvers, critical thinkers, communicators, researchers, and have the ability to work collaboratively with others. Our team is committed to providing a safe learning environment where all students thrive and realize their full potential. Students learn and model the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students serve on Student Council and plan activities. Hirsch has many extracurricular activities for students, including Chess Club, noon sports program, Turkey Trot, science challenges, science fair, spelling bee and much more. Follow Wanda Hirsch Elementary School on Facebook at for school updates, special announcements and events around campus.

Sincerely,

Catey Nasello
Principal

School Mission Statement

Wanda Hirsch Elementary School's mission is to engage all students in 21st century learning and provide them with the skills they need to succeed in a modern world.

School Vision Statement

We are a school where education is high quality and students work together, show good character, and use problem-solving skills for their academic success.

Parental Involvement

Hirsch Elementary promotes a sense of community within the school by encouraging parent involvement in all areas of the school: classroom volunteering, participation in the School Site Council, District Language Acquisition Committee and Hirsch Parent Teacher Organization (HPTO).

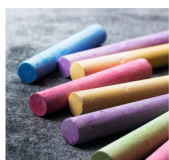
Parents have taken an active role in determining the school goals and identifying supportive programs and activities. The School Site Council meets each month to review school goals, programs and activities. The Hirsch Parent Teacher Organization volunteers and coordinates fundraising efforts to help support programs such as field trips, Accelerated Reader, noon sports and assemblies.

The HPTO encourages families to attend family movie nights and family dances, which are fun and well-attended. The staff invited our parent volunteers to an end-of-the-year appreciation tea to recognize them for their outstanding efforts and contributions. Formal parent conferences are held at the end of the first report period. A series of minimum days are scheduled in order to allow sufficient time for parents to meet with teachers.

Proud Patriot Assembly, honor roll assemblies, the talent show, Family Science Night, Multicultural Fair, ice cream social, and our Annual Night of Character are all examples of opportunities for parents to participate in school events.

Information is posted on our school website, on the marquee, and on our Facebook page. Hirsch also uses School Messenger communications system to phone and text families to make them aware of important upcoming events.

Please call our school office at (209) 830-3312 or come in and speak with Mrs. Phenix, our school secretary, if you are interested in getting more information on how you can be an active participant in your child's education.



"Hirsch cultivates a collaborative culture through the development of high performing teams involving colleagues, parents and students by analyzing relevant data and information to promote continuous improvement."



"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.



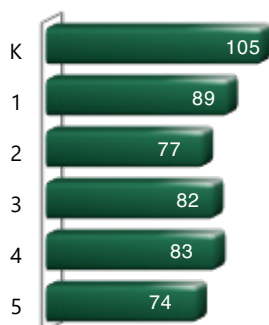
Board of Trustees

Steve Abercrombie, President
Brian Pekari, Vice President
Jill Costa, Board Clerk
Simran Kaur, Member
Ameni Alexander, Member
Lori Souza, Member
Jeremy Silcox, Member

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

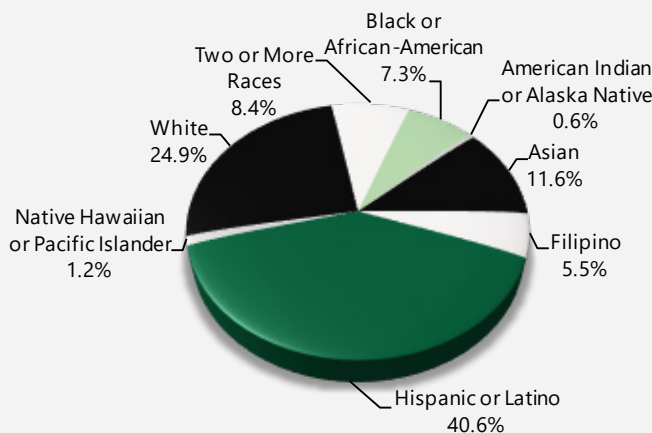


Enrollment by Student Group

The total enrollment at the school was 510 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



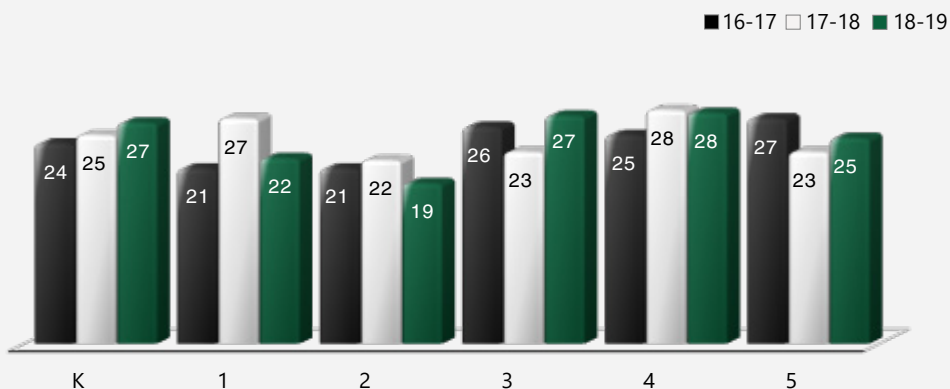
Socioeconomically disadvantaged	45.30%
English learners	24.30%
Students with disabilities	8.80%
Foster youth	0.20%
Homeless	8.20%

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

Hirsch ES			
	16-17	17-18	18-19
Suspension rates	1.6%	1.5%	3.6%
Expulsion rates	0.0%	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	1	3			4			4	
1	2	2			4			4	
2	2	2			4		4		
3		3			4			3	
4	1	3			4			3	
5	1	3			4			3	



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	
	Hirsch 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	
	Hirsch ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	56%	52%	42%	44%	50%	51%
Mathematics	40%	42%	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		Hirsch ES
		Grade 5
Four of six standards		24.0%
Five of six standards		17.3%
Six of six standards		9.3%

✧ 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.

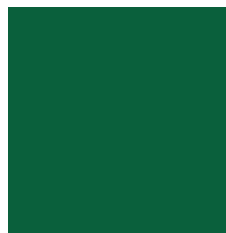
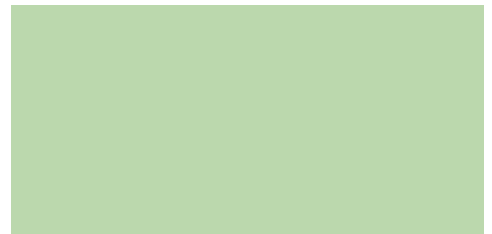
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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	240	237	98.75%	1.25%	51.90%
Male	111	109	98.20%	1.80%	42.20%
Female	129	128	99.22%	0.78%	60.16%
Black or African-American	18	18	100.00%	0.00%	27.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	29	29	100.00%	0.00%	41.38%
Filipino	14	13	92.86%	7.14%	61.54%
Hispanic or Latino	101	100	99.01%	0.99%	53.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	63	62	98.41%	1.59%	59.68%
Two or more races	12	12	100.00%	0.00%	66.67%
Socioeconomically disadvantaged	120	118	98.33%	1.67%	48.31%
English learners	67	66	98.51%	1.49%	40.91%
Students with disabilities	29	28	96.55%	3.45%	46.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	24	24	100.00%	0.00%	45.83%

❖ 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.

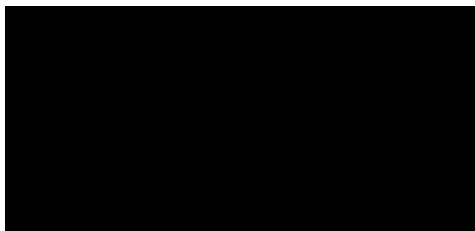
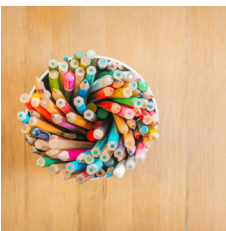
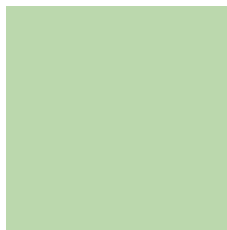




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	242	237	97.93%	2.07%	42.19%
Male	112	109	97.32%	2.68%	47.71%
Female	130	128	98.46%	1.54%	37.50%
Black or African-American	18	18	100.00%	0.00%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	31	29	93.55%	6.45%	48.28%
Filipino	14	13	92.86%	7.14%	53.85%
Hispanic or Latino	101	100	99.01%	0.99%	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	63	62	98.41%	1.59%	53.23%
Two or more races	12	12	100.00%	0.00%	50.00%
Socioeconomically disadvantaged	122	118	96.72%	3.28%	36.44%
English learners	69	66	95.65%	4.35%	34.85%
Students with disabilities	29	28	96.55%	3.45%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	24	24	100.00%	0.00%	33.33%

❖ 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

Hirsch 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.

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)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/2/2019
Date of the most recent completion of the inspection form		7/2/2019

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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpet needs to be replaced in multiple rooms. Replaced carpet in 4 rooms.	7/2019

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 Wanda Hirsch Elementary School for the 2019-20 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 32 classrooms, a multipurpose room, library, administration building, stage and kitchen. The main campus was built in 1997. Additions were constructed in the 1997-98 school year (two classrooms added for Class Size Reduction), 1998-99 (four classrooms added for Class Size Reduction), 2005-06 (two state relocatable classrooms) and 2016 (window systems, 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 has elected to commit deferred maintenance funding to cover general fund expenditures. This school year, fencing was added to block access behind portable classrooms to ensure student safety. Plans are to add concrete to a front section of the school for ease at student dismissal. Plans are to move the bike rack area so additional parking can be added.



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.



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)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.8
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
◇ Not applicable.	

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	Hirsch ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	24	24	28
Without a full credential	20	1	1	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		
		Hirsch 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

Professional Development

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the district's induction program to clear their preliminary credentials are assigned an Induction support provider and work through the modules of the Formative Assessment of California Teachers (FACT).

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts. As Hirsch continues to implement the Common Core State Standards (CCSS), the staff receives training including Rigor and Relevance Framework, articles related to CCSS, updates on Tracy Unified School District (TUSD) transition, authentic resources, and time for collaboration and reflection: lesson development focusing on problem-based learning that embeds science, technology, engineering and mathematics integrated into language arts.

Every Monday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

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	



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
Hirsch ES	\$5,893	\$80,881
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-28.0%	+15.5%
School and California: percentage difference	-21.5%	-1.4%

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	\$8,315
Expenditures per pupil from restricted sources	\$2,422
Expenditures per pupil from unrestricted sources	\$5,893
Annual average teacher salary	\$80,881



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.

Wanda Hirsch 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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