SARC

2019-20

School Accountability
Report Card
Published in 2020-21

South/West Park Elementary School

Grades Pre-K-5
CDS Code 39-75499-6042881

Ramona Soto
Principal
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500 West Mount Diablo Road
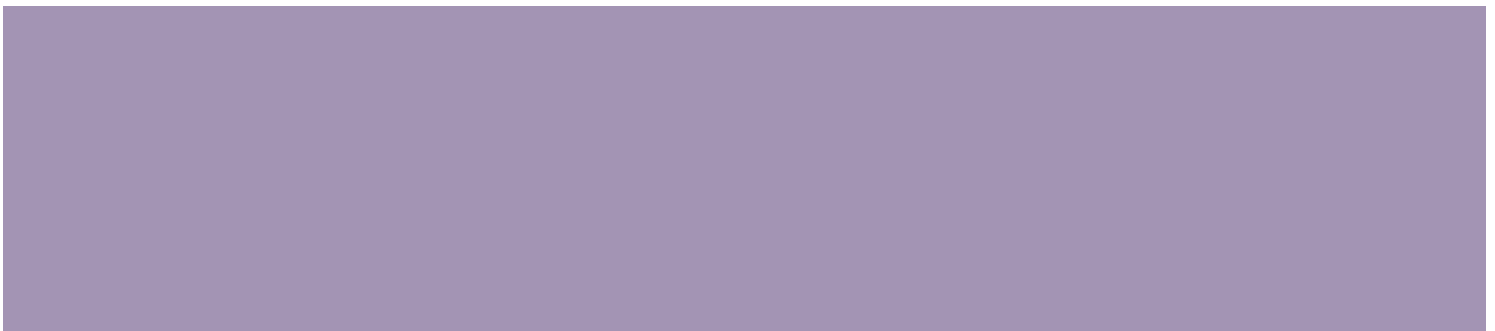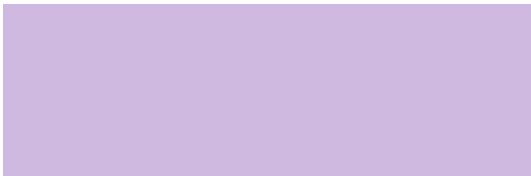Tracy, CA 95376
(209) 830-3335

https://southwestpark.tracy.k12.ca.us/

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

Be Respectful • Be Responsible • Be Safe
SWP
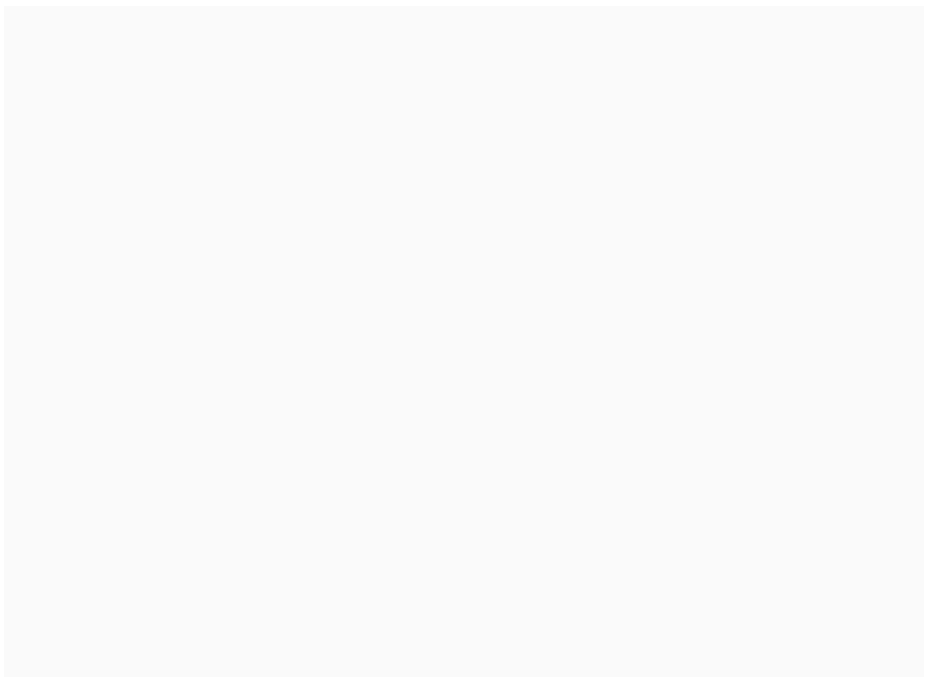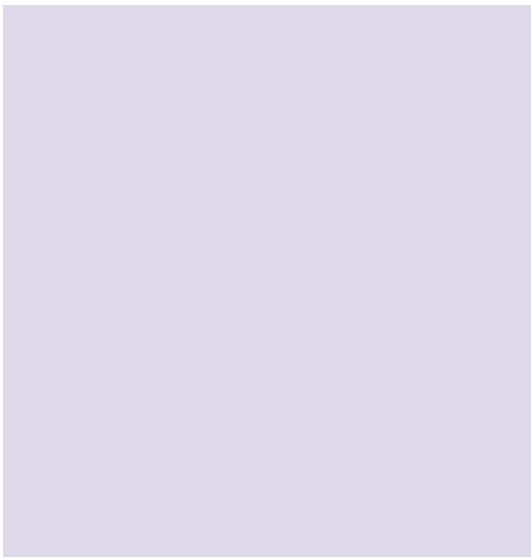Scholars

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 South/West Park Elementary School—the magnet school for Bilingual Education and the Gifted and Talented Education (GATE) program. We are also a schoolwide Title I project. Students receive specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

The School Accountability Report Card (SARC) is our opportunity to share important information about our school with you. It is issued annually and provides a variety of information about South/West Park School. We hope you enjoy learning about our school and encourage you to call either campus if you would like more information.

Visit South/West Park Elementary School's website at https://southwestpark.tracy.k12.ca.us/ or on Facebook at www.facebook.com/SouthWestParkElementarySchool for school updates, events around campus and special announcements.

Sincerely,

Ramona Soto, Principal

School Mission Statement

The mission of South/West Park School is to educate, motivate and support all students to be successful lifelong learners and productive citizens.

School Description

South/West Park Elementary School serves as the magnet school for Bilingual Education and the GATE program. We are also a schoolwide Title I project.

We provide students specialized instructional programs within their homeroom classroom, as well as daily opportunities to interact and learn with students from other programs.

Parental Involvement

Our school has a very active School Site Council that serves as an advisory committee to categorical programs. Elected parents represent the various programs at our school (GATE, Bilingual Education, Title I). We also have an active parent-teacher organization, the South/West Park Parent Club, which supports schoolwide activities. In addition to these two schoolwide parent committees, we have program-specific parent-advisory committees for the state preschool, and the bilingual and GATE programs.
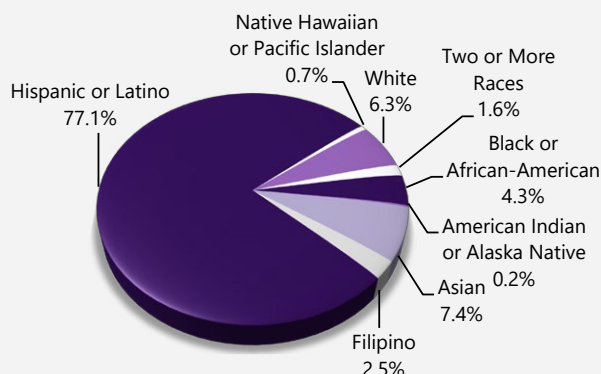
For more information on how to become involved at the school, please contact Principal Ramona Soto at (209) 830-3335.

Enrollment by Student Group

The total enrollment at the school was 890 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year

- Hispanic or Latino 77.1%
- Native Hawaiian or Pacific Islander 0.7%
- White 6.3%
- Two or More Races 1.6%
- Black or African-American 4.3%
- American Indian or Alaska Native 0.2%
- Asian 7.4%
- Filipino 2.5%

	2019-20 School Year
Socioeconomically disadvantaged	77.20%
English learners	64.80%
Students with disabilities	4.40%
Foster youth	0.20%
Homeless	4.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Enrollment
K	157
1	130
2	148
3	155
4	137
5	163
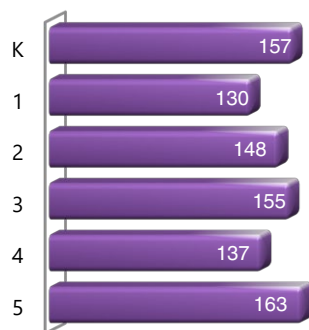
Class Size Distribution

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

Legend: ■ 17-18 ■ 18-19 ■ 19-20

Grade	17-18	18-19	19-20
K	25	23	23
1	21	21	22
2	19	25	25
3	27	23	26
4	27	27	21
5	25	26	25

Number of Classrooms by Size — Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	5		3	4		2	3	
1	5	1		4	2		1	5	
2	6	1		1	5		2	4	
3	2	4		2	4			6	
4		5.5		1	5.5		2.5	4	
5		5.5			5.5		1.5	5	

School Safety

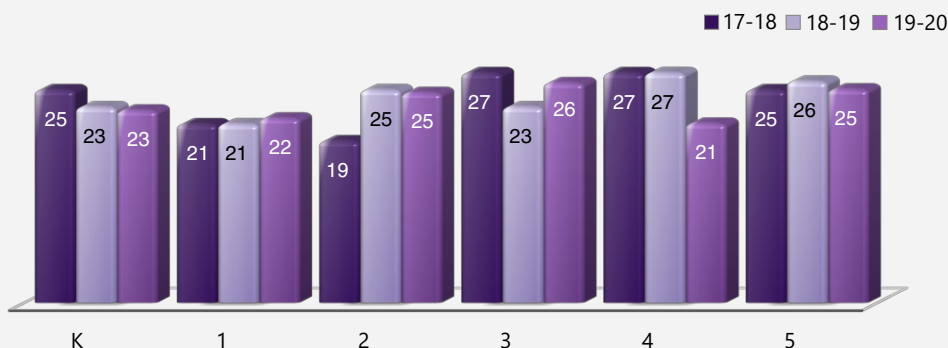The school safety plan is incorporated into the school plan and includes activities that support student and staff safety as well as activities that promote a respectful, caring environment. The plan includes information related to emergency procedures as well as curriculum and discipline information related to school safety. In the past, we have contracted with Larry Thompson and worked on Responsibility Centered-Discipline to incorporate "Give'EmFive" strategies in the classrooms and school-wide. He works on building communication tools with our students, staff and parents through workshops to develop positive character.

On a schoolwide survey of school safety conducted in the spring, we exceed the goal of 75% for school safety. We have an average of 88% in agreement with safety. This is an increase in the percentage satisfaction from last school year.

The school safety plan was last reviewed, updated and discussed with the school faculty in October and November 2020.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions — Three-Year Data

	South/West Park ES		Tracy USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	11.3%	10.4%	8.3%	9.3%	0.1%	0.1%
Expulsion rates	0.0%	0.0%	0.7%	0.5%	0.1%	0.1%

	South/West Park ES	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	7.4%	5.5%	✳
Expulsion rates	0.0%	0.4%	✳

✳ California suspension and expulsion data is not available at this time.

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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	South/West Park ES		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	22%	◈	26%	◈	30%	◈

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	
	South/West Park ES		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	33%	◈	44%	◈		◈
Mathematics	26%	◈	31%	◈		◈

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	2019-20 School Year
Percentage of Students Meeting Fitness Standards	South/West Park ES
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◊	◊	◊	◊	◊
Male	◊	◊	◊	◊	◊
Female	◊	◊	◊	◊	◊
Black or African-American	◊	◊	◊	◊	◊
American Indian or Alaska Native	◊	◊	◊	◊	◊
Asian	◊	◊	◊	◊	◊
Filipino	◊	◊	◊	◊	◊
Hispanic or Latino	◊	◊	◊	◊	◊
Native Hawaiian or Pacific Islander	◊	◊	◊	◊	◊
White	◊	◊	◊	◊	◊
Two or more races	◊	◊	◊	◊	◊
Socioeconomically disadvantaged	◊	◊	◊	◊	◊
English learners	◊	◊	◊	◊	◊
Students with disabilities	◊	◊	◊	◊	◊
Students receiving Migrant Education services	◊	◊	◊	◊	◊
Foster Youth	◊	◊	◊	◊	◊
Homeless	◊	◊	◊	◊	◊

◊ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
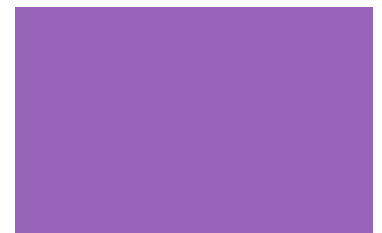
CAASPP Results by Student Group: Mathematics (grades 3-5)

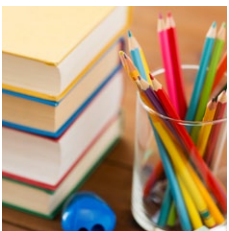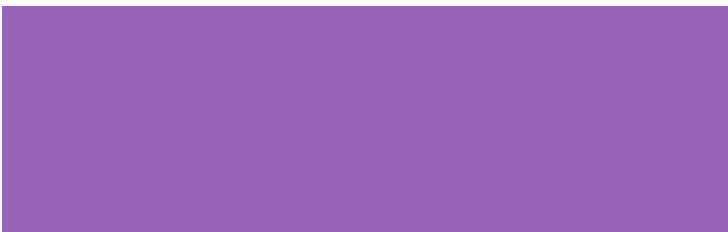| Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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	2020-21 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/30/2020
Date of the most recent completion of the inspection form	7/30/2020

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		2020-21 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Electrical	F108 Cloth covering lights. Work order submitted.	August 2020
Structural	Playground crack in asphalt. Work order submitted.	October 2020

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 South/West Park 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

Half of the campus (old south campus) was replaced with a two-story building. The remaining campus, serving students in Pre-K-2, has 27 classrooms, a multipurpose room, library, administration building, kitchen and storage building. The campus was built in stages between 1997-98 (10 relocatable classrooms), 2000-01 (12 classrooms, the library, administration offices and kitchen), 2002-03 (relocatable restroom facilities and storage facilities) and 2016 (classroom learning walls, technology, intrusion and fire alarm systems).

School Facilities

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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.

Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% 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 K-3 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	
2020-21 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No★
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?	No★
★ TUSD is going through an IM adoption for Science K-12; TUSD experienced low COVID-19 book returns in Spring, 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

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 includes some site administrators, reviews the recommendation and then recommends Instructional materials to the school board.
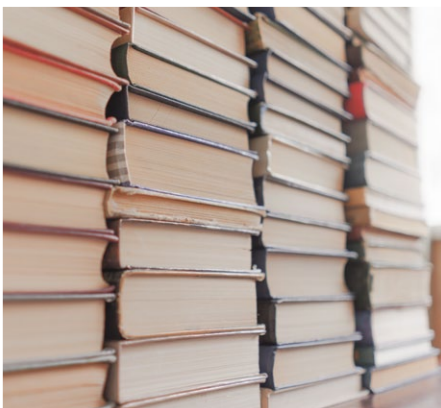
Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September, 2019The district chose its most recently adopted textbooks (K-5 History/Social Sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). TUSD is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 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	*My World Interactive* (K-5)	2019

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	2020-21 School Year
South/West Park ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

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

Currency of Textbooks	2020-21 School Year
Data collection date	9/22/2020

✧ 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	South/West Park ES		
Teachers	20-21	18-19	19-20	20-21
With a full credential	622	43	38	41
Without a full credential	43	3	1	0
Teaching outside subject area of competence (with full credential)	13	0	0	1

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		
	South/West Park ES		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	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 Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for 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.

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.

South/West Park has four Next Generation Science Standards (NGSS) instructional coaches who facilitate lesson study groups with our teachers.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	3	3	5
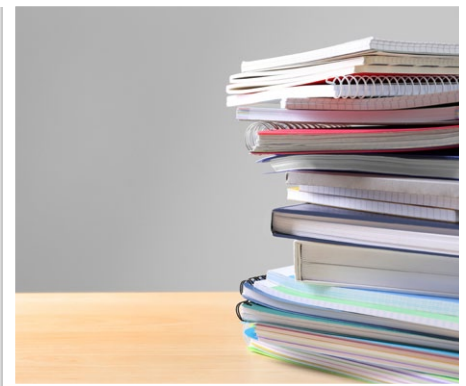
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

✧ 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	
2018-19 Fiscal Year	
Total expenditures per pupil	$4,795
Expenditures per pupil from restricted sources	$1,016
Expenditures per pupil from unrestricted sources	$3,779
Annual average teacher salary	$80,218

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.

Financial Data

The financial data displayed in this SARC is from the 2018-19 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	2018-19 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$50,570	$52,484
Midrange teacher salary	$74,538	$81,939
Highest teacher salary	$98,000	$102,383
Average elementary school principal salary	$133,367	$129,392
Average middle school principal salary	$138,528	$136,831
Average high school principal salary	$150,900	$147,493
Superintendent salary	$233,679	$254,706
Teacher salaries: percentage of budget	34%	34%
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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
South/West Park ES	$3,779	$80,218
Tracy USD	$8,833	$72,386
California	$7,750	$84,577
School and district: percentage difference	-57.2%	+10.8%
School and California: percentage difference	-51.2%	-5.2%

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 2020.