

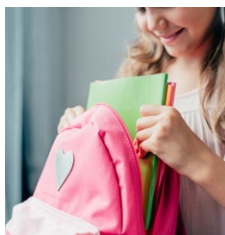
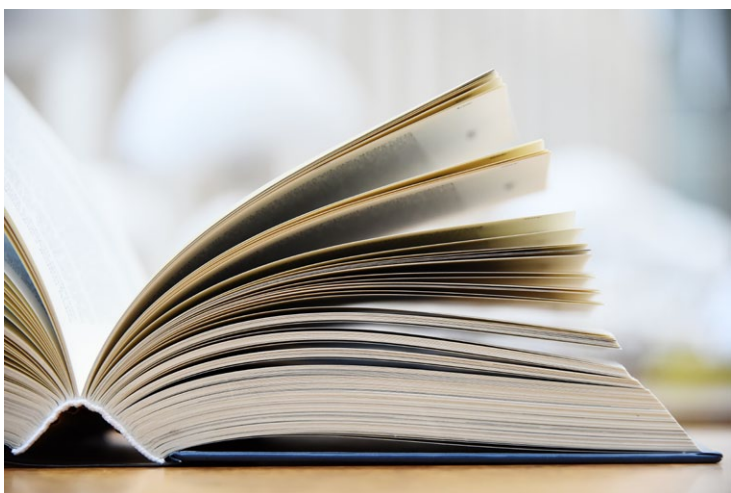
Tularcitos Elementary School

Grades K-5
CDS Code 27-65987-6026074

Ryan Peterson
Principal
rpeterson@carmelunified.org

35 Ford Road
Carmel Valley, CA 93924
(831) 620-8195

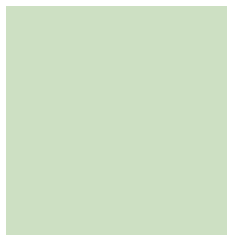
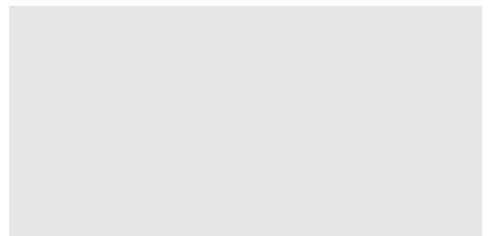
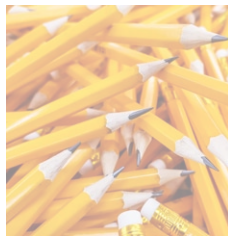
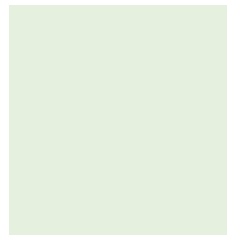
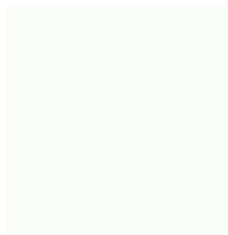
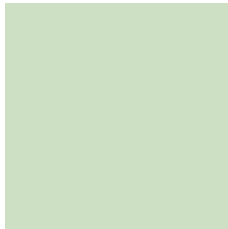
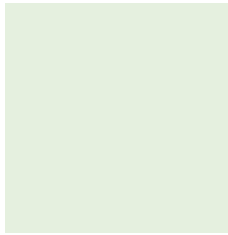
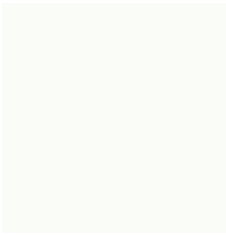
www.carmelunified.org/tularcitos



Carmel Unified School District

4380 Carmel Valley Road Carmel, CA 93923 ▪ www.carmelunified.org

Dr. Barbara Dill-Varga, Superintendent ▪ bdillvarga@carmelunified.org ▪ (831) 624-1546





Principal's Message

Tularcitos Elementary School strives to promote academic excellence in a supportive environment that emphasizes self-discipline, self-motivation and the development of good character. We focus on the character development and academic success of each child. Tularcitos is a school where each student is known, loved and cared for academically, socially, emotionally and morally. It is a place where adults and students are held to high standards to ensure all students reach their highest levels of achievement and develop the ability to apply these skills to real-world situations. This requires educating the whole child, not just teaching the academic standards. Here, parent involvement is extensive and includes volunteering in the classroom and participating in site organizations, fundraising and driving on numerous field trips.

Ryan Peterson

Principal

School Mission Statement

Tularcitos Elementary School develops well-rounded, lifelong learners of good character by setting high expectations, engaging students in learning, providing high levels of support, and creating a safe and positive school environment.

Parental Involvement

Tularcitos enjoys tremendous support from parent and community volunteers. More than 200 regular volunteers support best practices in the classroom, read to students, drive for field trips and enrich school programs. We appreciate our volunteers. Parents attend back-to-school night in the fall, open house in the spring, and parent-teacher conferences in November and March.

Our school's Single Plan for Student Achievement is developed by our School Site Council, which always includes parent members. In addition, we have an Adalante parent group to assist parents of English language development students in knowing what is going on at school and how to support their children at home. The Tularcitos Parent Teacher Organization (PTO) supports many additional school programs. The organization has worked to provide our school with library books and materials; classroom supplies; science-lab supplies; drama, arts, swimming and playground improvements; landscaping; field trips; assemblies; a fifth-grade promotion celebration; a fifth-grade overnight trip; and generous hospitality.

For more information on how to become involved at the school, please contact Heaven Tempalski, PTO president, at (831) 620-8195.

School Safety

Students have the right to be safe and happy so they can learn to their full potential. Our character-education program, anti-bullying and discipline policies, and emergency-preparedness plans ensure a safe learning environment. Teachers and aides supervise the playground before school, at all recesses and upon dismissal. Students trained in conflict management help resolve differences between students during recess. Our school site safety committee continually monitors campus safety. In addition to the monthly emergency drills, we conduct an annual full-scale emergency drill incorporating simulated first aid, search and rescue, and student release. An outside agency conducts annual inspections and identifies areas for improvement. All visitors to the campus are required to sign in at the office and wear an identification badge.

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



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

The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace and their role as citizens of an ever-changing global community.

Governing Board

Karl Pallastrini, President

Sara Hinds, Clerk

Tess Arthur, Member

Todd Weaver, Member

Annette Yee Steck, Member

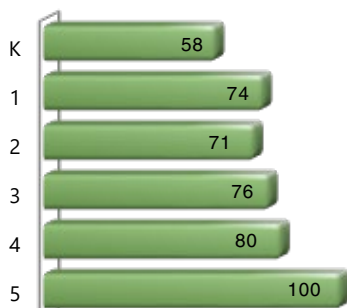


Nurturing Hearts, Expanding Minds, Inspiring Actions, Broadening Horizons

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



Carmel Unified School District

We are thankful for the generous support of our schools by our community and for the tremendous level of involvement by our parents. We truly believe that our ultimate success is dependent upon the strength of these two vital partnerships. At a board retreat, members of the Board of Education expressed their gratitude for the following:

- Our focus on academic excellence
- Our use of resources to provide a rich educational experience for all students
- Our implementation of layers of intervention strategies designed to foster the success of all students
- Our teachers, who are committed to doing whatever it takes to support the success of all students within a rigorous, standards-based curriculum
- Our support staff, who are committed to ensuring that the needs of all students are met and that our systems are effective and efficient
- Our leadership and governance teams, who are dedicated to providing the best educational opportunities for our students
- Our parents, who involve themselves in every aspect of their children's education
- Our community, whose support we depend upon in countless ways
- Our amazing, multitalented students!

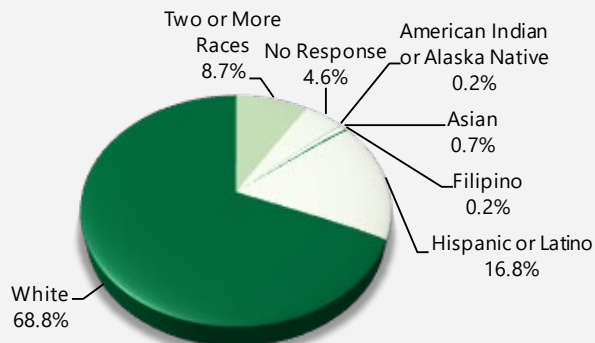
Each of these elements plays a powerful role in the quality of our educational program. More importantly, their collective contributions make Carmel Unified one of the best public school systems in California and, indeed, the nation.

Enrollment by Student Group

The total enrollment at the school was 459 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



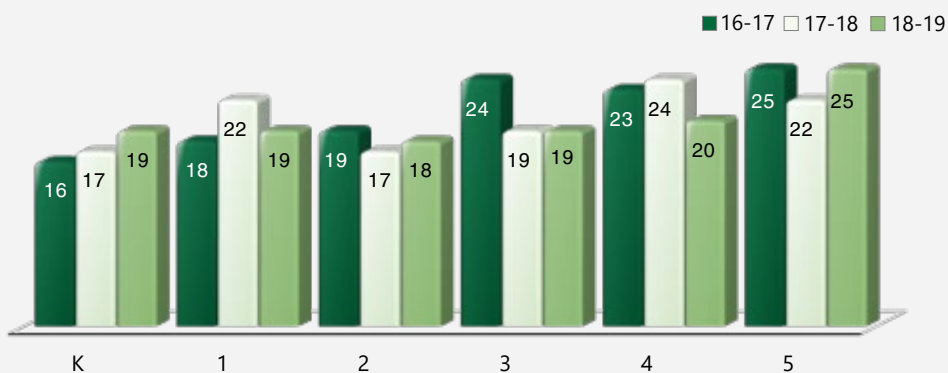
Socioeconomically disadvantaged	19.00%
English learners	4.10%
Students with disabilities	7.40%
Foster youth	0.00%
Homeless	0.20%

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



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	4			4			3		
1	4				3		4		
2	4			4			4		
3		4		4			4		
4		4			4		4		
5		4			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	
	Tularcitos ES		Carmel 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	
	Tularcitos ES		Carmel USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	78%	77%	81%	79%	50%	51%
Mathematics	60%	67%	68%	70%	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		Tularcitos ES
		Grade 5
Four of six standards		11.4%
Five of six standards		33.3%
Six of six standards		46.7%

✧ Not applicable.

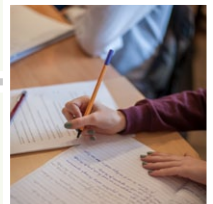
California Assessment of Student Performance and Progress (CAASPP)

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.

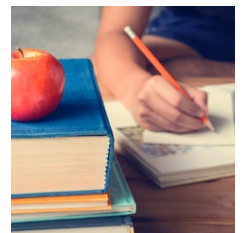
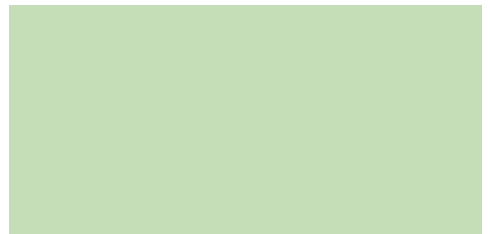
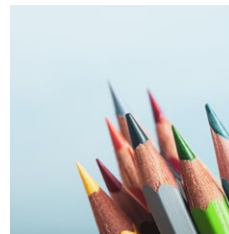
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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	261	261	100.00%	0.00%	77.39%
Male	139	139	100.00%	0.00%	73.38%
Female	122	122	100.00%	0.00%	81.97%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	53.49%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	189	189	100.00%	0.00%	83.07%
Two or more races	20	20	100.00%	0.00%	85.00%
Socioeconomically disadvantaged	67	67	100.00%	0.00%	50.75%
English learners	21	21	100.00%	0.00%	28.57%
Students with disabilities	29	29	100.00%	0.00%	31.03%
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.

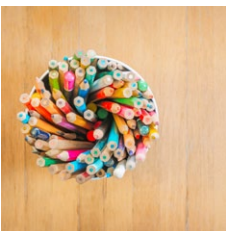
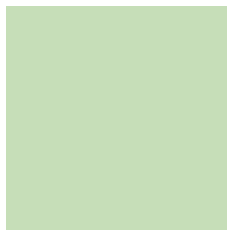




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	261	261	100.00%	0.00%	66.67%
Male	139	139	100.00%	0.00%	67.63%
Female	122	122	100.00%	0.00%	65.57%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	37.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	189	189	100.00%	0.00%	74.60%
Two or more races	20	20	100.00%	0.00%	65.00%
Socioeconomically disadvantaged	67	67	100.00%	0.00%	35.82%
English learners	21	21	100.00%	0.00%	19.05%
Students with disabilities	29	29	100.00%	0.00%	24.14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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	9/11/2019

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

Textbooks and Instructional Materials

Elementary instructional material selection committees include teacher representatives from each grade level and site. Secondary committees include teacher representatives from the department involved in the textbook selection. Site and district administration, as well as instructional coaches, also serve on these committees. For all K-8 instructional materials adoptions, only the most recent State Board of Education-approved materials are considered. Publisher representatives from the two top-rated programs make a presentation to the selection committee. Texts are often piloted for a term or full school year as part of the selection process. The selection committee makes a recommendation to our governing board for district approval. All selected instructional materials are aligned with the Curriculum Frameworks adopted by the State Board of Education. Each September our governing board holds a public hearing to adopt a resolution of instructional materials sufficiency.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/Language Arts	Wonders, Macmillan/McGraw-Hill	2018
Mathematics	EnVisionMath Common Core, Pearson	2013
Science	California Science, Macmillan	2007
Science	Comprehensive Science Assessment, Options Publishing	2007
History/Social Science	Studies Weekly California Edition, Studies Weekly Publications (K-3)	2019
History/Social Science	Social Studies Alive!, TCI (4-5)	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 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.

Professional Development

We regularly offer new opportunities for professional development, and staff members continually upgrade their skills.

Teachers and other staff members attend conferences, workshops and other trainings. Professional-growth activities include courses offered through local colleges or university extensions, workshops offered by the Monterey County Office of Education, and training by district mentors and specialists. Over the past few years we focused on aligning our strategies and curriculum with Common Core State Standards, strategies to help English learners, techniques to develop higher-level thinking skills in students (critical thinking), and ways to use technology to increase student achievement.

The purpose of teacher evaluation is to promote quality instruction, and it is aligned with the California Standards for the Teaching Profession. Our principal evaluates permanent teachers at least once every two years and formally evaluates probationary teachers once each year. Evaluations are based on teachers' performance in the areas of student engagement and learning, planning instruction and learning experiences, effective environments, organization of subject matter, assessment of student learning, and development as a professional educator.

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half-days	2 full days, 4 half-days	2 full days, 4 half-days

✧ Not applicable.



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		7/15/2019
Date of the most recent completion of the inspection form		7/15/2019



School Facilities

The oldest wing of classrooms at Tularcitos is more than 50 years old. Modernization and renovation of all permanent buildings on our campus, as well as an addition of five new classrooms, was completed in 2008-09. Our campus has six portable classrooms that provide space for intervention and enrichment programs. We also have a computer lab, library and a multipurpose room. Our campus is large. We have a garden, a grass athletic field with a baseball diamond and running path that is used for physical education as well as after-school sports.

Our custodial and grounds staff works hard to keep our campus attractive, clean and safe. Every day the campus is inspected before school starts. It is then swept, blown and garbage is picked up. Any areas of concern are reported immediately to our maintenance department. We continually add new areas of landscaping around the school to further enhance the beauty of our campus.

Our campus is an integral part of our local community and is well maintained by the district, site staff and community members. We have one daytime custodian and two nighttime custodians.

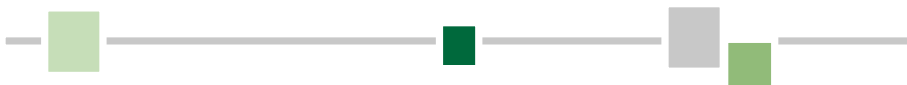
Our school librarian works on our campus full time during the school year and enjoys the support of an assistant. They provide library and research instruction to all students weekly. Our library is very well maintained and amply stocked. The school PTO supports the facility by dedicating financial support to the library each year.

All classrooms include up-to-date teacher workstations consisting of a computer, document camera and LCD projector or TV, and there are five or six student workstations at the K-2 level. In grades 3-5, each classroom has a class set of Chromebooks that students use on a daily basis. Our STEAM Makerspace contains up-to-date equipment. Internet and email access is available in all of the classrooms, library and school offices. A computer lab technical assistant works with teachers to provide computer instruction for their classes weekly by incorporating tech skills into the curriculum. Some lessons include digital citizenship; learning how to type; conducting research on the internet; creating simple documents, spreadsheets and presentations; using math software; and creating various presentation models.

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	Stained ceiling tile, worn carpet, paint touch up. Items entered in work order system.	10/1/2019
External	Trip hazards in asphalt. Replace asphalt.	8/25/2019



Types of Services Funded

Our hardworking PTO raised several thousand dollars last year to purchase equipment and supplies and to fund important school programs. The PTO also maintains an interest-bearing certificate of deposit endowment of more than \$20,000. The Friends of Carmel Unified Schools (FOCUS) also granted several thousand dollars for a variety of needs across the curricular program, including document cameras and digital projectors. The Rotary Club of Carmel Valley and the Kiwanis Club of Carmel Valley regularly support our programs. Our Reading Support Program and English language development teachers are paid primarily with specific state or federal funds.



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	1:459
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	0.0

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			
	Carmel USD	Tularcitos ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	157	31	31	30
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	1	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		
	Tularcitos ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions	Three-Year Data								
	Tularcitos ES			Carmel USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	0.2%	0.2%	1.1%	3.0%	1.8%	2.5%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%



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
	Carmel USD	Similar Sized District	
Beginning teacher salary	\$61,794	\$46,208	
Midrange teacher salary	\$96,678	\$72,218	
Highest teacher salary	\$126,911	\$92,742	
Average elementary school principal salary	\$160,810	\$134,864	
Average middle school principal salary	\$175,531	\$118,220	
Average high school principal salary	\$172,422	\$127,356	
Superintendent salary	\$255,000	\$186,823	
Teacher salaries: percentage of budget	31%	33%	
Administrative salaries: percentage of budget	6%	6%	

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	
Tularcitos ES	\$13,145	\$115,731	
Carmel USD	\$13,425	\$118,439	
California	\$7,507	\$72,949	
School and district: percentage difference	-2.1%	-2.3%	
School and California: percentage difference	+75.1%	+58.6%	

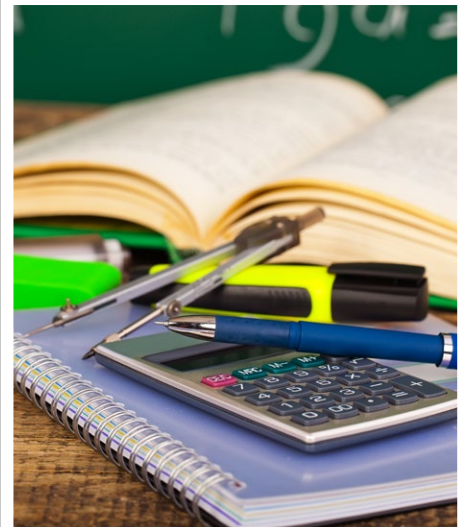
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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 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	\$17,466
Expenditures per pupil from restricted sources	\$4,321
Expenditures per pupil from unrestricted sources	\$13,145
Annual average teacher salary	\$115,731



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.

School Accountability Report Card

PUBLISHED BY:

SIA School
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