PRINCIPAL’S MESSAGE

Knolls Elementary School is a community-based school that provides a positive and well-rounded academic program for all children. Our staff is focused on improving student academic achievement and character development. The Knolls staff regularly evaluates our academic program and identifies an instructional focus. The teachers at Knolls provide students whole class, small group, and individualized instruction. Our teachers have received training to work with Gifted and Talented (GATE) students. An Intervention Teacher provides support to students who have difficulty meeting grade level standards. Additionally, a Specialized Academic Instruction teacher and aide provide support for students with Individual Education Plans. Recognition for positive behavior and performance is provided within individual classrooms, and through Character Awards Assemblies and Honor Roll Awards. Knolls has a very active PTA that sponsors school assemblies, field trips, family fun nights, Jr. Olympics, the Reflections Art Program and funding for classroom projects. For more information, visit our website at www.knolls.simivalleyusd.org.

DISTRICT & SCHOOL PROFILES

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2015-16 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 17,223 students in grades TK-12. The district's student population is comprised of 9.7% identified as English learners, and 30.1% enrolled in the Free & Reduced-Price Meal program.

OUR MOTTO

From here to anywhere.

OUR PROMISE

The Simi Valley Unified School District offers the families of Simi Valley and the surrounding area a vibrant portfolio of educational choices built on a common sense of community, and the common purpose of inspiring each and every student to succeed in school, career and life.

We believe that the best student outcomes are achieved when we provide:

Rigorous academic programs, relevant to a diverse and changing world;
High expectations that respect the differences in our students;
Exceptional instruction in an innovative learning environment;
Opportunities for our students to build confidence and strong character; and
Participation of everyone in our students' success.

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials data was acquired in November 2016, and school facilities reports were acquired in December 2016.
We are driven, proud, and passionate about the personal and intellectual success of each and every student. No matter where the future takes you, the road to success runs through Simi Valley.

Knolls Elementary School

During the 2015-16 school year, Knolls Elementary School served 281 students in grades TK-6. Student enrollment included 7.8% receiving special education services, 10.3% qualifying for English learner support, and 33.8% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Subgroup/Grade Level 2015-16

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Subgroup/Grade Level</th>
<th>Grade Level</th>
<th>%</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td>Kindergarten</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td>Grade 1</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>Grade 2</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Filipinos</td>
<td></td>
<td>Grade 3</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td></td>
<td>Grade 4</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td>Grade 5</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td></td>
<td>Grade 6</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>Grade 7</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td>Grade 8</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>Total</td>
<td></td>
<td>281</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Migrant Education</td>
<td></td>
<td></td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>281</td>
</tr>
</tbody>
</table>

School Mission

The educational goals of the teachers, staff, parents and community at Knolls Elementary are to create opportunities for lifelong 21st Century skills, including collaborative and communicative learning, competent decision-making, and critical, analytical, and creative thinking. All students will demonstrate competency through the use of technology, transferring knowledge across disciplines, and explaining his/her thinking using evidence. This will be accomplished in an academically challenging and personally meaningful learning environment where the students’ struggles will be recognized and supported and individual accomplishments will be celebrated.

School Vision

We are a community of learners focused on the safety and development of all individuals with the ultimate goal of being lifelong learners who function in and contribute to society in a positive, productive manner.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District’s LCAP:

- Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.
- Parental Involvement – State Priority 3: Covered in Parent Involvement.
- Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.
- School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Safety Plan.
- Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helpers
- Library Helpers
- Parent Teacher Association

Committees

- English Learner Advisory Council
- District English Learner Advisory Council
- Parent Teacher Association
- School Site Council

School Activities

- Academic Family Nights
- Back to School Night
- Family Fun Nights
- Open House
- Student Performances
- Student Recognition Assemblies

School News

Parents stay informed on upcoming events and school activities through monthly newsletters, the school marquee, the school website, Blackboard Connect, signage on school fences, weekly Principal’s newsletter, Parent Link (automated telephone message delivery system), Twitter (@KnollsKnights), and Facebook. Contact Traci Hammerquist, PTA President, at (805) 520-6735 for more information on how to become involved in your child’s learning environment.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

In 2015-16, Knolls Elementary School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE’s website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17

<table>
<thead>
<tr>
<th>SI Status</th>
<th>KES</th>
<th>SVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI Status</td>
<td>Not Title I</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of PI Implementation</td>
<td>N/A</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Year in PI</td>
<td>N/A</td>
<td>Year 3</td>
</tr>
<tr>
<td># Schools Currently In PI</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
### California Assessment of Student Performance and Progress (CAASPP)

CAASPP Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight, and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school’s overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education’s website www.cde.ca.gov/ta/tg/ca/.

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16

#### English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>43</td>
<td>42</td>
<td>97.7%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Male</td>
<td>24</td>
<td>24</td>
<td>100.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>18</td>
<td>94.7%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17</td>
<td>17</td>
<td>100.0%</td>
<td>31.3%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>20</td>
<td>19</td>
<td>95.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>18</td>
<td>18</td>
<td>100.0%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>42</td>
<td>41</td>
<td>97.6%</td>
<td>96.6%</td>
</tr>
<tr>
<td>Male</td>
<td>24</td>
<td>24</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>17</td>
<td>94.4%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>16</td>
<td>16</td>
<td>100.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>20</td>
<td>19</td>
<td>95.0%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>17</td>
<td>17</td>
<td>100.0%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.
PHYSICAL FITNESS
In the spring of each year, Knolls Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student’s ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the “healthy fitness zone.” The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE’s website.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the past 12 months the following campus improvements have occurred:
- Installation of interactive whiteboards and projectors in all classrooms
- Addition of new kinder playground equipment
- Addition of new blacktop on playground
- Addition of three Chromebook carts through the District Educator’s Initiative (DEI)

DEFERRED MAINTENANCE
Simi Valley Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Knolls Elementary School did not have any funds allocated to the site for repairs or replacement projects.

SUPERVISION & SAFETY
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors are strategically assigned to designated entrance areas and the playground. During recess and lunch, campus supervisors monitor playground activity. At the end of the day when students are dismissed, campus supervisors monitor student behavior to ensure a safe and orderly departure.

Knolls Elementary is a closed campus. During school hours, all visitors must sign in at the school’s office and wear identification badges while on school grounds.

SCHOOL SITE SAFETY PLAN
The Comprehensive School Site Safety Plan was developed for Knolls Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school’s most recent school safety plan was reviewed, updated, and discussed with school staff in September 2016.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Knolls Elementary. The day custodian is responsible for:
- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

SCHOOL FACILITIES & SAFETY

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Knolls Elementary’s original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.
School Inspections
On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Knolls Elementary School took place on July 18, 2016. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available to students at all times.

Classroom Environment
Discipline & Climate for Learning
Knolls Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Knolls Elementary School has implemented the CHAMPS program schoolwide. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.

Class Size Distribution
The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.
Based on staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Knolls Elementary's teachers attended staff development focused on the California State Standards and technology training hosted by the Simi Valley Unified School District:

- Classroom Instruction that Works
- Core Connections
- Educational Technology: Google Interactive Projectors
- ELA/ELD Textbook Adoption
- Math Textbook Adoption
- Next Generation Science Standards (NGSS)
- Response to Intervention (RtI)

Knolls Elementary offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Staff Development Days

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Days</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Instructional Materials

All textbooks used in the core curriculum throughout Simi Valley Unified School District are currently being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On October 4, 2016, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-16/17 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

### Textbooks

<table>
<thead>
<tr>
<th>Year Adopted</th>
<th>From Most Recent Adoption?</th>
<th>Publisher and Series</th>
<th>Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Yes</td>
<td>Houghton Mifflin Harcourt; Reading California</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2008</td>
<td>Yes</td>
<td>Santillana; Santillana Intensive English</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2015</td>
<td>Yes</td>
<td>McGraw-Hill; My Math</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2008</td>
<td>Yes</td>
<td>Delta Education; FOSS (Full Option Science System)</td>
<td>0%</td>
<td>K-5</td>
</tr>
<tr>
<td>2003</td>
<td>Yes</td>
<td>Scott Foresman; Social Studies for California</td>
<td>0%</td>
<td>K-5</td>
</tr>
</tbody>
</table>

Textbook information was obtained from district office personnel in November 2016.

### Professional Staff

#### Teacher Assignment

During the 2015-16 school year, Knolls Elementary had 12 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “NCLB Compliant.” Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Teacher Credentials and Assignments

<table>
<thead>
<tr>
<th></th>
<th>KES 14-15</th>
<th>KES 15-16</th>
<th>KES 16-17</th>
<th>SVUSD 14-15</th>
<th>SVUSD 15-16</th>
<th>SVUSD 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>791</td>
<td>798</td>
<td>776</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>791</td>
<td>798</td>
<td>776</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>63</td>
<td>67</td>
<td>61</td>
</tr>
<tr>
<td>Teacher Misassignments for English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Vacancies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

The following table identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.
COUNSELORS & SUPPORT PERSONNEL
Knolls Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Knolls Elementary’s students. Full-time equivalent (FTE) is a standard measurement used to identify an employee’s regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

DISTRICT EXPENDITURES
EXPENDITURES PER STUDENT
For the 2014-15 school year, Simi Valley Unified School District spent an average of $8,446 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

SALARY & BUDGET COMPARISON
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.
SARC DATA & INTERNET ACCESS

DATAQUEST
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Knolls Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION
Parents may access Knolls Elementary’s SARC and access the internet at any of the county’s public libraries. The closest public library to Knolls Elementary is Simi Valley Library, a branch of Ventura County Library.

Simi Valley Library
2969 Tapo Canyon Road
Simi Valley, CA
Telephone: (805) 526-1735
Hours: M-Th 10am-8pm
Fri & Sun 1pm-5pm
Sat 10am-5pm
Computers Available: 32
Printers Available: Yes