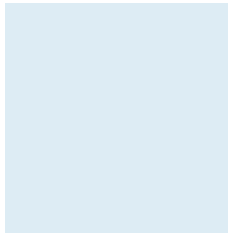


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Riviera Elementary School

Soaring to Success

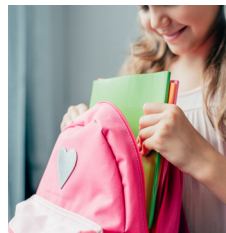
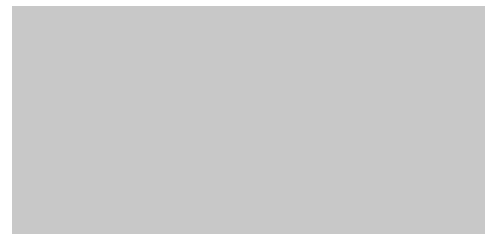
Grades K-5
CDS Code 17-64014-6112759

Tavis Perkins
Principal
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Kelseyville, CA 95451
(707) 277-6050

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Para español, visita <http://www.kvusd.org>



Kelseyville Unified School District

4410 Konocti Road Kelseyville, CA 95451 ▪ <http://www.kvusd.org>

David McQueen, Superintendent ▪ davem@kvusd.org ▪ (707) 279-1511



Principal's Message

Riviera Elementary staff and administration are committed to providing a high-quality 21st century education to all students. Along with traditional paper/pencil and reading activities, we have 1:1 computers available for students to learn grade-appropriate technology skills, keyboarding, word processing and beginning coding skills. We are also an Advancement Via Individual Determination (AVID) elementary school focused on teaching writing, inquiry, collaboration, organization and reading (WICOR) skills so our students will become college and career ready.

We are a Positive Behavioral Interventions and Supports (PBIS) school committed to teaching our students to be kind, caring, compassionate and empathetic members of both the school community and the larger community. Our mascot is the Eagle and our school motto is Soaring to Success. Our overarching school rules, also known as our SOAR Rules, are Safe inside, out, On time, on task, Accept responsibility and Respect.

Our schoolwide goals include:

- Improve student achievement as measured by performance on local, district, and national assessments
- Maintain student attendance at 96% or above
- Engage families in the school community.
- Students will become productive, healthy, and contributing members of their community

School Mission Statement

Riviera Elementary School will foster students to become independent high-level thinkers in a supportive, scholarly climate to grow, learn, and become contributing members of the community with the tools to live a healthy, happy, and fulfilling life.

School Vision Statement

We envision a school in which:

- All staff, families, students, and community will work together interdependently in a collaborative team
- Our school is characterized by a collaborative culture in which educators take responsibility for helping all students learn at high levels
- All faculty and staff will serve the needs of each student
- Promote a culture of empathetic, respectful, responsible, and confident students
- Demonstrate a personal commitment to advancement via individual determination (AVID)

Parental Involvement

Parents are encouraged to participate in our Parent Teacher Organization (PTO), a registered 501 (c) (3). The PTO monthly and encourages family engagement through our monthly family events such as our Halloween Family Dance, and Breakfast & Books with Santa.

Classroom volunteers are always appreciated, and the staff and administration encourage parents to follow district volunteer policy to become a classroom volunteer. The school district has set up one-stop opportunities for parents to complete the required background checks and/or live scan process needed to volunteer or chaperone field trips.

For more information on how to become involved at the school, please contact our front office staff at (707) 277-6050.

School Safety

Our goal at Riviera Elementary School is to ensure the safety and wellbeing of all students, staff and community members who support our school. Together with all of our stakeholders, the Comprehensive School Safety Plan is reviewed, updated and approved by our School Site Council and local law enforcement agencies yearly.

Included in the Comprehensive Safety Plan are emergency plans both for natural disasters and man-made emergencies. The school staff regularly conducts safety drills in an effort to prepare students for emergencies such as fire, earthquake or campus intruder.

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

Our administrators, teachers and staff are committed to making sure every student feels safe and welcome in our schools. At Kelseyville Unified School District (KVUSD), students come first.



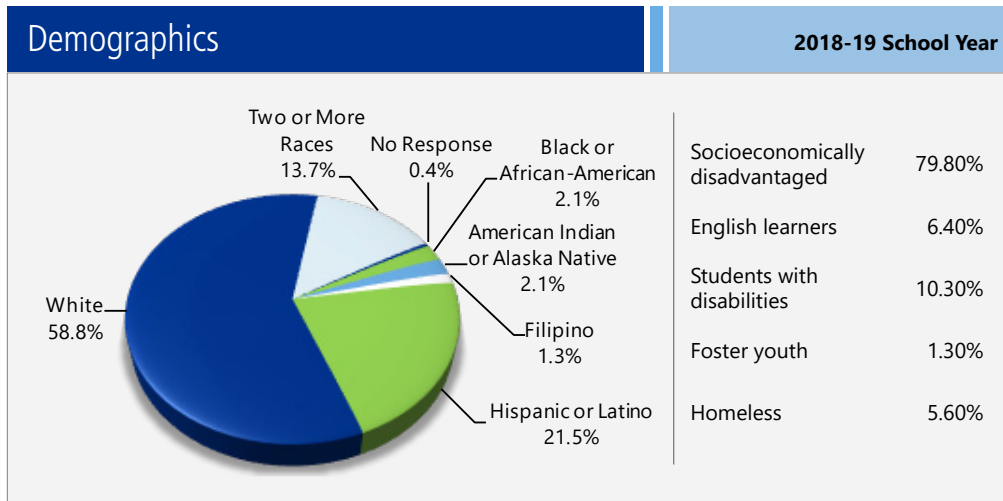
Governing Board

Beni Cromwell
Gary Olson
Taja Odom
Rick Winer
Allison Panella



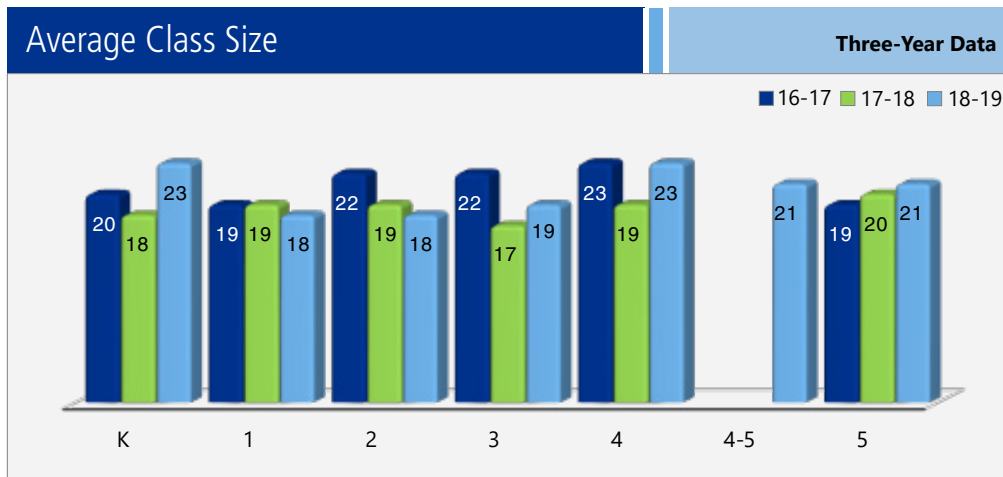
Enrollment by Student Group

The total enrollment at the school was 233 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

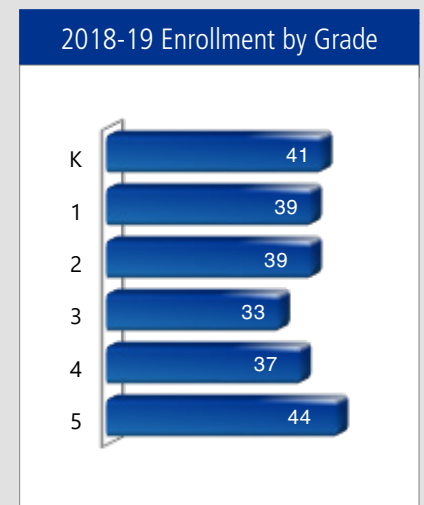
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



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			
Riviera ES			
	16-17	17-18	18-19
Suspension rates	4.3%	5.0%	6.4%
Expulsion rates	0.0%	0.0%	0.4%
Kelseyville USD			
	16-17	17-18	18-19
Suspension rates	3.6%	5.9%	11.7%
Expulsion rates	0.2%	0.4%	0.3%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



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	
	Riviera ES		Kelseyville 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	
	Riviera ES		Kelseyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	31%	27%	29%	33%	50%	51%
Mathematics	28%	19%	20%	18%	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	Riviera ES
	Grade 5
Four of six standards	23.8%
Five of six standards	31.0%
Six of six standards	21.4%

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 tables on the following pages display 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	120	115	95.83%	4.17%	26.96%
Male	66	64	96.97%	3.03%	20.31%
Female	54	51	94.44%	5.56%	35.29%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	25	24	96.00%	4.00%	20.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	70	67	95.71%	4.29%	32.84%
Two or more races	18	18	100.00%	0.00%	11.11%
Socioeconomically disadvantaged	92	89	96.74%	3.26%	28.09%
English learners	13	13	100.00%	0.00%	23.08%
Students with disabilities	13	13	100.00%	0.00%	15.38%
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	120	115	95.83%	4.17%	19.13%
Male	66	63	95.45%	4.55%	20.63%
Female	54	52	96.30%	3.70%	17.31%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	25	25	100.00%	0.00%	16.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	70	67	95.71%	4.29%	22.39%
Two or more races	18	18	100.00%	0.00%	11.11%
Socioeconomically disadvantaged	92	89	96.74%	3.26%	19.10%
English learners	13	13	100.00%	0.00%	23.08%
Students with disabilities	13	13	100.00%	0.00%	15.38%
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.





Textbooks and Instructional Materials

According to School Board Policy 6141: Curriculum Review Committee, the superintendent or designee may establish a curriculum review committee to evaluate and recommend curriculum for the Board of Trustees approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

Curriculum Development/Selection Process

The Superintendent or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. They may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population
2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration
3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based
4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students
5. The estimated cost to purchase, adapt, and/or develop the curriculum
6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding
7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district
8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the superintendent or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. In accordance with the above criteria, the curriculum committee shall review any modified or new curriculum prior to being recommended to the Board.

Upon approval by the Board, new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

The most recently adopted textbooks were chosen using the state-approved list.

The textbook content list within the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Journeys</i> , Houghton Mifflin	2017
Mathematics	<i>My Math</i> , McGraw-Hill	2018
Science	Macmillan/McGraw-Hill (K-2)	2008
Science	Harcourt (2-5)	2008
History/social science	Reflections Series, Harcourt School Publishers	2007

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.

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	✧
✧ Not applicable.	

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	10/15/2019

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



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)		Fair
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		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Poor
Overall summary of facility conditions		Fair
Date of the most recent school site inspection		8/4/2019
Date of the most recent completion of the inspection form		8/4/2019

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
Systems	Replace HVAC units.	2022-23
Restrooms/fountains	Replace fountains and install bottle stations. Upgrade and modernize all student restrooms.	2022-23
External	Level or replace sidewalks. New paint on all buildings. Replace student rock areas with asphalt.	2022-23

School Facilities

Riviera Elementary School has been in existence since 1995. Our school has 15 classrooms—six of which are portable—an office, library, science room and gymnasium/cafeteria. A staff room is reserved for staff to work collaboratively together. The kindergarten area has a play structure, trike track and swings, while the grade 1-5 play area has a large play structure, spacious blacktop area, swings and a field.

Riviera Elementary's environment for students and staff reflects the standards of both our school and our community. School district personnel inspect our school regularly. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus.

Continued on sidebar



School Facilities

Continued from left

Cleaning and Maintenance: The campus has two custodians who provide daily cleaning of each classroom, as well as all student-accessed facilities. The maintenance department works closely with the administration to prioritize computerized maintenance requests in order to ensure a quick response to facility needs. All toilets are in good working order and restrooms are cleaned daily. The campus facilities are assessed prior to the end of each school year in order to determine repairs that need to be completed during the summer.

Safety: Students are supervised on the school grounds by school staff and administration from 7:25 a.m., 30 minutes prior to the start of school, to 2:15 pm. Lunchtime and breaks are supervised by the principal, campus monitor and assigned staff. The school has one entrance at the front of the school. Gates are located on the service road and are locked during school hours. Visitors entering the campus sign in at the office and obtain a visitors' pass and parking pass, which they are required to display while visiting. Signs are in place on the perimeter of the campus informing visitors of this requirement. All school staff wear badges when on campus that identify them as staff members. Students and parents must sign out students in the front office when leaving early during the day.

Cameras are located throughout the campus for security. Additionally, there are site and district safety committees in place to address staff and parent concerns, should they arise.

The following renovations have taken place in subsequent years:

- New roof in 2008
- Large play structure replaced for grades 1-5 in 2008
- Campus buildings repainted in 2010
- Kindergarten trike track added in 2011
- Security cameras installed in 2017
- Parking lot resurfacing updating slopes to ADA standards in 2018 as part of the bond project
- Modernization of entire septic system 2018 as part of the bond project
- Playground mulch fill added in 2019



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		
	Kelseyville USD	Riviera ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	75	13	11	13
Without a full credential	20	1	3	1
Teaching outside subject area of competence (with full credential)	5	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		
		Riviera 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

Three full days prior to the start of the academic school year are provided for districtwide professional development for all certificated staff. 29 additional early release Mondays are provided throughout the academic year for teacher collaboration.

The Riviera Elementary teachers are launching Professional Learning Communities (PLCs) that allow the teachers to team up, examine and determine essential standards, create common formative assessments to monitor student achievement towards those identified standards, develop intervention for students who do not meet those standards, and create enrichment opportunities for students who do meet the standards.

We will also be using time on occasional Mondays for professional development based around our PBIS, AVID and PLC, programs, as well as focus on strategies developed by our attendance team to decrease chronic absenteeism.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		9	9	32



Types of Services Funded

The district offers home-to-school transportation, special-education services, food services and a wide range of extra-curricular activities. Along with general education programs, the district provides College Prep, Honors, Advanced Placement and Dual Enrollment programs; Career and Technical Education pathways in the agriculture and natural resources, building and construction trades, information and communications technology trades, and hospitality, tourism and recreation industry sectors; summer school and afterschool programs; alternative education programs and Title I.

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)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.4
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Kelseyville USD	Similar Sized District
Beginning teacher salary	◇	\$46,208
Midrange teacher salary	◇	\$72,218
Highest teacher salary	◇	\$92,742
Average elementary school principal salary	◇	\$134,864
Average middle school principal salary	◇	\$118,220
Average high school principal salary	◇	\$127,356
Superintendent salary	◇	\$186,823
Teacher salaries: percentage of budget	29%	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
Riviera ES	\$6,734	\$53,647
Kelseyville USD	\$8,948	\$56,238
California	\$7,507	\$72,949
School and district: percentage difference	-24.7%	-4.6%
School and California: percentage difference	-10.3%	-26.5%

◇ Information is not available.

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	\$8,540
Expenditures per pupil from restricted sources	\$1,806
Expenditures per pupil from unrestricted sources	\$6,734
Annual average teacher salary	\$53,647



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.

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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