



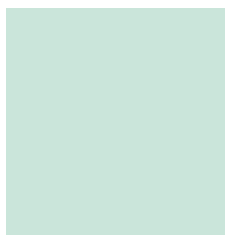
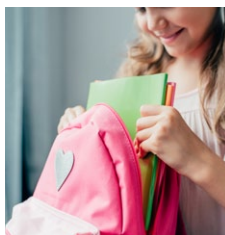
Dow's Prairie Elementary School

Grades TK-2
CDS Code 12-62950-6008056

Kevin Scheffler
Principal
kscheffler@mckusd.org

3940 Dows Prairie Road
McKinleyville, CA 95519
(707) 839-1558

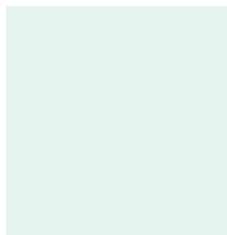
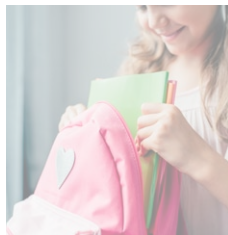
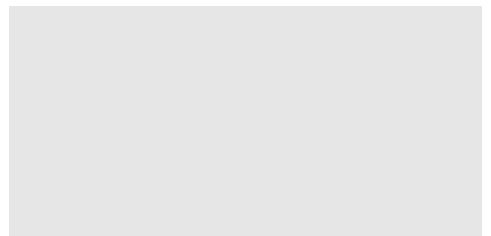
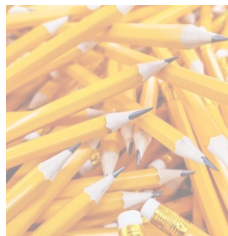
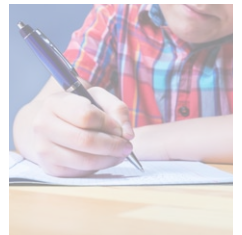
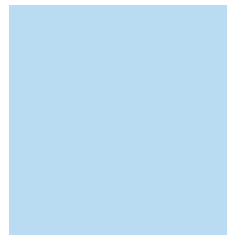
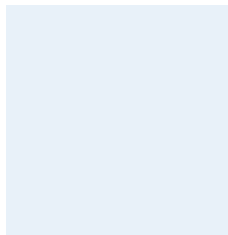
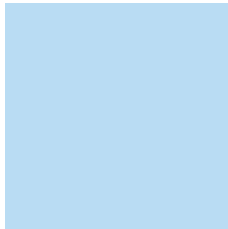
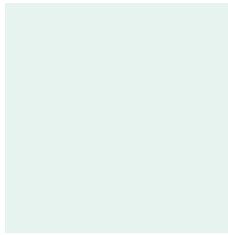
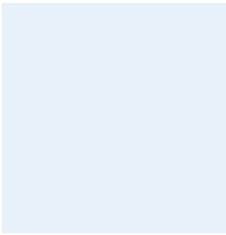
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McKinleyville Union School District

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Heidi Moore-Guynup, Superintendent ▪ hmoore@mckusd.org ▪ (707) 839-1549





Principal's Message

Dow's Prairie Elementary School in McKinleyville is located in a beautiful rural setting at the edge of the Pacific Ocean, surrounded by mountains and forests of towering redwoods. Dow's Prairie was named for the rancher Mr. Dow, who owned land nearby in the mid-1800s. Our school has a proud history, dating back to 1872. It is common to have students in our classrooms whose parents and grandparents attended our school. The first Dow's Prairie School was constructed on this site in 1872. The current main building, completed in 1957, is the fourth Dow's Prairie School. The large golden bell displayed in our courtyard is a relic from the third school.

Dow's Prairie has beautiful maples, rhododendrons and evergreens accentuating our grounds. The office is welcoming, and the enclosed hallways are bright, well lit and covered with colorful displays of student projects and artwork. Our hallways often become activity centers for special projects, one-on-one tutoring, small-group instruction and/or independent student groups.

Dow's Prairie School houses the district's transitional kindergarten, kindergarten, first and second grade students. We offer a Spanish immersion program and a Science, Technology, Engineering, Arts and Math (STEAM)-focused program. Our kindergarten and first-grade Spanish Immersion classrooms are self-contained and spend 90 percent of the school day in Spanish. Our second-grade Spanish Immersion class is also self-contained, but the students learn in a 50/50 model where half of their day is in Spanish and half of their day is in English. We are very proud of both our STEAM-focused program and our Spanish Immersion program. In addition, we have one transitional-kindergarten-specific classroom, one transitional kindergarten and kindergarten combination immersion classroom, and two special day classrooms that support grades TK-2.

We offer an exceptional educational program, focusing on teaching our students foundational skills in reading and mathematics and teaching them how to be students. We emphasize academic, behavioral, and social/emotional education, preparing our students for their educational journey. As a staff, we work to design a program to meet each student's individual educational needs.

As evidenced by our demographic data in this document, our school serves a large and diverse community. We actively encourage respect for cultural diversity within our school and the community. An English learner (EL) program and an active Indian Education program are available to meet our diverse students' needs.

Our enthusiastic support community offers our students rich and unique learning experiences. We have visits from performing groups, such as Quack and Wabbit Puppet Theatre, we have yearly visits from amazing storytellers, and we visit performances at HSU, Arcata playhouse, and the Arckley Center for the performing arts. Our classes visit the pumpkin patch, senior centers, outdoor environments and historical sites through educational study trips. Our first-grade students participate in salmon restoration projects. All of our students have access to the McKinleyville Land Trust wetlands area, located adjacent to our campus. It's a quick walk through our garden and out the gate into the Land Trust to experience our "outdoor classroom."

Dow's Prairie School has 1.5 FTE reading intervention teachers and many classroom paraprofessionals to help support students in our Multi-Tiered System of Supports. We have paraprofessionals working in each of the classrooms, allowing for small-group instruction, individualized one-on-one support and whole-class intervention. In the area of reading, we use DIBELS, STAR Enterprise and progress on local measures to determine the reading needs of each student. Our struggling learners are served in the Resource Support Program, in reading intervention with an intervention teacher, by retired teacher and community member volunteers, through classroom supports and through community partnerships. We utilize Decade of Difference early literacy tutors to help support our grades K-2 students in reading and our grades 1-2 students in mathematics. This strong and dedicated staff keeps academic excellence a priority and supports struggling students' needs.

Our core curriculum is enhanced by a variety of extracurricular opportunities. We offer 15 weeks of music with a music teacher and 15 weeks of art with an art instructor for all our students. The students participate in either art or music on alternating weeks. Our second-grade students work with a poet in residence. Each of our kindergarten classes participates in motor-skills lessons weekly. All of our classes have computer lab and library time weekly.

Positive Behavioral Interventions and Supports (PBIS) has been a big focus for our school. We use Second Step as our social-emotional curriculum. Grade-level assemblies kick off the Second Step lessons for the week. Our students also participate in a positive-behavior recognition drawing each week. We are committed to developing safe, respectful and responsible students who have the skills to be learners.

Dow's Prairie School staff has a close connection to the families we serve. Many of our staff members, both certificated and classified, live in our immediate community. This allows us to offer outstanding emotional and academic support for all students and to provide parents a safe atmosphere for involvement in their children's growth and development.

School Mission Statement

To develop ethical citizens and lifelong learners.

School Vision Statement

To create a community committed to maximizing every student's success.



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 Mission of the McKinleyville Union School District, a student-centered community on the Redwood Coast, is to develop ethical citizens and lifelong learners successfully engaged in a changing global society.

1. Ensuring a safe, healthy and supportive environment.
2. Providing challenging and innovative educational programs.
3. Embracing diversity and a small community as strengths.
4. Promoting critical thinking, digital literacy, multilingualism and creative expression.
5. Developing confident, self-directed, positive, responsible citizens.
6. Supporting a caring, well-trained staff.

District Vision Statement

A Community Committed to Maximizing Every Student's Success.

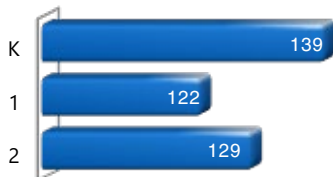
Governing Board

Sara Alto
Nicholas Som
Tracy Helard-Shumard
Amber Flowers
Alvin Sager

Enrollment by Grade

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

2018-19 Enrollment by Grade

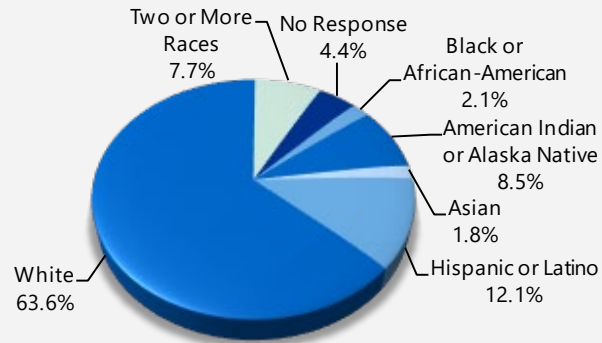


Enrollment by Student Group

The total enrollment at the school was 390 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



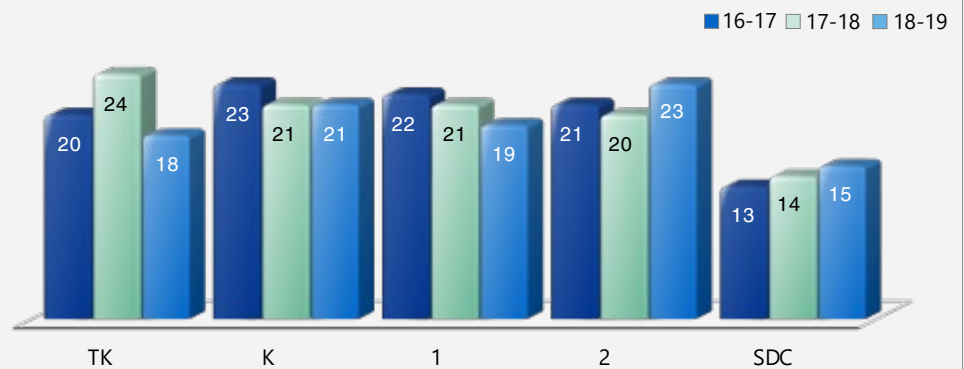
Socioeconomically disadvantaged	61.00%
English learners	7.40%
Students with disabilities	15.10%
Foster youth	0.80%
Homeless	5.10%

Class Size Distribution

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

Average Class Size

Three-Year Data



Suspensions and Expulsions

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

Suspension and Expulsion Rates

Dow's Prairie ES

	16-17	17-18	18-19
Suspension rates	0.7%	1.1%	1.0%
Expulsion rates	0.0%	0.0%	0.0%

McKinleyville USD

	16-17	17-18	18-19
Suspension rates	3.8%	6.4%	4.4%
Expulsion rates	0.1%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1				1		1.5		
K		6		2	5		1.5	5	
1	1	5		1	6		4	2	
2	2	3		3	3		2	4	
SDC	1			1			1		



School Safety

These actions and activities promote student safety:

- School bus evacuation drills
- Assemblies focusing on bullying education and prevention
- Weekly grade-level Second Step assemblies
- PBIS: direct instruction in schoolwide expectations for student behavior
- Classroom and grade-level activities
- Community organization presentations and visitors
- Yearly 911 simulator training for all students
- Healthy Play/Peaceful Playgrounds
- Monthly fire drills, plus lockdown and earthquake drills
- Second Step schoolwide character education
- Playground improvements

The school safety plan and climate strategies will be and/or were reviewed, updated and discussed with the School Site Council in October 2019 and school faculty in December 2019. The climate strategies and school safety plan are updated yearly and are incorporated into the McKinleyville Union School District Safety Plan.

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	
	Dow's Prairie ES		McKinleyville 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	
	Dow's Prairie ES		McKinleyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	⌘	⌘	39%	42%	50%	51%
Mathematics	⌘	⌘	32%	34%	38%	40%

✧ Not applicable.

⌘ Not applicable. This school serves students in grades TK-2, therefore CAASPP testing results do not apply.

Parental Involvement

The McKinleyville Schools Parent Teacher Organization (MSPTO) is a strong organization dedicated to helping our district schools academically, financially and in building community and promoting school spirit. Parents in the MSPTO organize fundraisers to support our school programs; volunteer time on spirit days; hold annual events that include the back-to-school movie night and BBQ, Fall Carnival, Annual Plant Sale and many more; and assist with classroom and school projects. Parent involvement is also encouraged through back-to-school night, open house, School Site Council, Title I parent meetings, volunteer-appreciation tea and being a parent volunteer. We try to have family events such as grade level student performances, game nights, Halloween Parade, individual classroom celebrations, and art nights to encourage all families to participate in our school.

For more information on how to become involved at the school, please contact MSPTO president Natalie Giannini at solusfam@gmail.com or visit www.mck-spto.com/contact.



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.

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	0%
Foreign language	✧
Health	✧



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

Textbooks and instructional materials are approved by the governing board on the recommendation of district teams in each curricular area. Material is previewed by these representative teams who follow district guidelines for the purchase of standards-based material, which will provide consistency in instruction from grade to grade. Prior to recommendation, material is reviewed at the County Resource Center and, in some cases, piloted in the previous year.

Material is reviewed for consideration based on the schedule for curriculum framework development and material adoption provided by the State Board of Education. In some cases, district teams have determined that material available is insufficient or requires additional review prior to the approval of a recommendation for a major expenditure. All current materials are adopted from the state-approved list and cycles of the curriculum framework with the exception of language arts. The district chose to skip the most current adoption cycle due to the flexibility option allowed by the California Department of Education. In the case of each major academic area, students are provided the most current and sufficient material to meet performance expectations. The district has affirmed that each student has his or her own textbook to use in class and to take home.

In 2015-16, McKinleyville USD adopted math textbooks in grades 3-8 for use beginning in the 2016-17 school year. Grades TK-2 also piloted math materials during the 2016-17 school year, and the district adopted math textbooks for use beginning in the 2017-18 school year. Two different English language arts curriculum were approved for piloting in 2016-17, one for grades TK-2 and a second one for grades 3-5, with the exception of our language immersion students. McKinleyville USD did adopt language arts textbooks for students in grades TK-5 for use beginning in the 2017-18 school year for all grades except for our kindergarten immersion program. Materials are being piloted for kindergarten students in the Immersion Program during the 2017-18 school year. English learners are provided supplemental materials which best meet their instructional level and needs.

Classroom music is offered to students in the primary grades. The instrumental music program is offered to students in grades 5-8. Beginning and intermediate music instruction on brass, woodwind and percussion instruments is offered beginning the second week of school. Our music students perform not only at our schools but at other schools in the area and in various music competitions. Art, ceramics, woodworking, Spanish and gardening are offered as elective courses to students in grades 7-8. Each spring, students in grades 4-8 may present a musical performance in a real theater setting.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Wonders and Maravillas</i> , McGraw-Hill	2016-17
Mathematics	<i>Go Math; Number Corner</i> (TK-2)	2016-17
Science	Science, Macmillan/McGraw-Hill	2007
History/social science	Pearson Scott Foresman	2006

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		10/24/2019

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on 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.



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. At the time of this school facility inspection, no deficiencies were found.

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)		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		10/24/2019
Date of the most recent completion of the inspection form		10/24/2019



Home of the Cougars!

School Facilities

Dow's Prairie School has been a part of this community for many years. The original office wing was built in 1957, and the main primary wing was built in 1961. Many portables were added during the 1990s due to the population explosion of McKinleyville.

Dow's Prairie School is recognized by the public as being clean and well-maintained. Corridors and restrooms are monitored, and school grounds are supervised by qualified personnel. Classrooms and office areas are modern and regularly cleaned and maintained.

We currently have 17 general-education classrooms and two special-day classrooms (one of our classrooms is housed in a portable). We offer both a STEAM-focused program and a Spanish Immersion program. The Spanish Immersion classes are self-contained in kindergarten and first grade. They teach for 90 percent of their school day in Spanish. Spanish is the language of instruction. The second-grade immersion classroom is also self-contained, but teaches in a 50/50 model with students spending half their day learning in Spanish and half their day learning in English. Parents elect to enroll their children in either the immersion or the STEAM-focused tracks.

In addition to this, we have a Resource Specialist Program; a music room; computer lab; art room; and a beautiful, well-supplied library. Our multipurpose room serves as both gymnasium and cafeteria. We have two classrooms that we use for small-group instruction throughout the school day and have a 21st Century Community Learning Center Expanded Learning Program (ELP). Our ELP offers a free afterschool program for 84 qualified students on a daily basis. The ELP is open until 6:00 p.m. each night and provides enrichment activities, extension activities, physical fitness activities, and assistance with foundational learning skills.

We have 1.6 full-time equivalent (FTE) custodians who are conscientious about the cleanliness and safety of our campus.

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Types of Services Funded

Programs and services in the McKinleyville Union School District are measured by the question, "What does this have to do with student achievement?" General services of the district include staffing, materials, operations, facilities and the application of resources in these areas. The structures of our schools are continually reviewed for the purpose of serving students.

Beyond regular services, schools of the district offer intervention classes; special education, including speech and language services; Title I support for students; a Gifted and Talented Education (GATE) program involving classroom differentiation; instructional programs for English language learners; a language immersion program; counseling support; student attendance and safety program; anti-drug, anti-alcohol and anti-tobacco programs; before- and after-school recreation program; extracurricular athletics; performing arts; and positive behavior interventions. Parent clubs are strong advocates for student achievement and provide resources to augment classroom materials and equipment, as well as support special programs such as the visual arts, field trips and technology support.

School Facilities

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The district has taken a proactive approach to maintain our environment and ensure the safety of our children under the California Healthy Schools Act. All of our staff providing supervision have been trained in PBIS and support the school-wide expectation of being safe, respectful and responsible. We provide supervision for students at all times before school and during the day. During morning recess, our teachers and support staff provide supervision. Our monitor staff provides morning and lunch recess supervision. All of our monitors also hold other positions on campus and are an integral part of our student's education, understanding our schoolwide expectations for student conduct. After school, teachers and support staff supervise students until their parents pick them up or they board the buses. After boarding the bus, students are supervised until they get off the bus and are out of the vision of the bus driver.

The McKinleyville Union School District is fully compliant with requirements of the Williams case settlement. Reports are filed on a quarterly basis, and we received no complaints on facilities over the past year. Maintenance staff addresses areas of concern as soon as they become apparent through their inspection.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	1.0

◇ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	McKinleyville USD	Dow's Prairie ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	66	25	26	23
Without a full credential	1	0	0	1
Teaching outside subject area of competence (with full credential)	0	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		
		Dow's Prairie 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

Selected professional development (PD) activities are inclusive of the district's three schools as well as co-operatively developed by each site. Two PD days were held before the start of the school year and two days occur during the year; one in September and one in April. The two elementary sites, Morris and Dow's Prairie, and McKinleyville Middle School collaborate on some activities with training across grade levels and curricular areas.

In 2018-19, the following professional development activities were held:

- Active Assailant Training
- Special Education training from SELPA Director
- Learning Target Development and Understanding
- Collaborative tuning protocols
- Common Core State Standards planning
- CAASPP Data Analysis
- Curriculum Testing
- Physical Fitness Testing
- California Native American Day
- Positive Behavioral Interventions and Supports (PBIS) strategies
- Mandated reporter training
- Blood-borne pathogen training
- Equity and Diversity Training
- Lesson study with staff from McKinleyville High School
- Crisis Prevention and Intervention (CPI)

In 2018-19, teachers in their first two years of teaching participated in the North Coast Teacher Induction Program (NCTIP). This is a required two-year induction program for teachers new to the profession. Each new teacher teams with an experienced teacher who acts as a mentor in developing skills from the California Standards for the Teaching Profession.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	4	4	4	



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
	McKinleyville USD	Similar Sized District
Beginning teacher salary	◇	\$49,378
Midrange teacher salary	◇	\$77,190
Highest teacher salary	◇	\$96,607
Average elementary school principal salary	◇	\$122,074
Average middle school principal salary	◇	\$126,560
Superintendent salary	◇	\$189,346
Teacher salaries: percentage of budget	33%	36%
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.

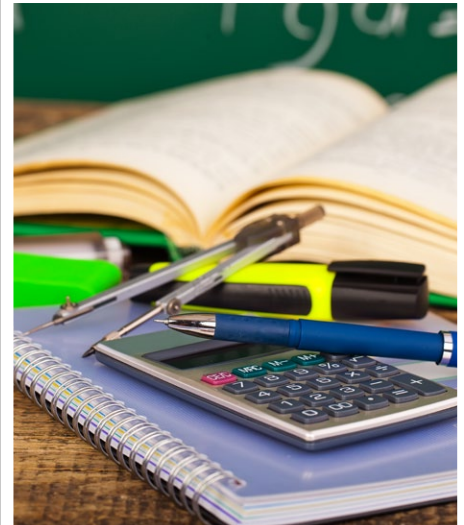
Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dow's Prairie ES	\$7,687	\$60,297
McKinleyville USD	\$7,981	\$61,632
California	\$7,507	\$77,619
School and district: percentage difference	-3.7%	-2.2%
School and California: percentage difference	+2.4%	-22.3%

◇ Information is not available at this time.

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	\$10,913
Expenditures per pupil from restricted sources	\$3,226
Expenditures per pupil from unrestricted sources	\$7,687
Annual average teacher salary	\$60,297



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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