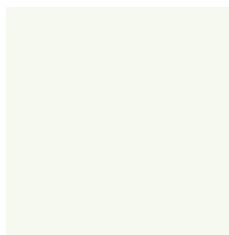


SARC School Accountability Report Card 2018-19

Published in 2019-20



Brisbane Elementary School

Grades K-5
CDS Code 41-68874-6043491

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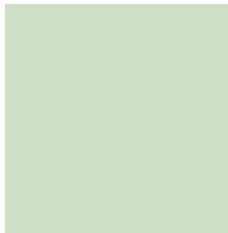
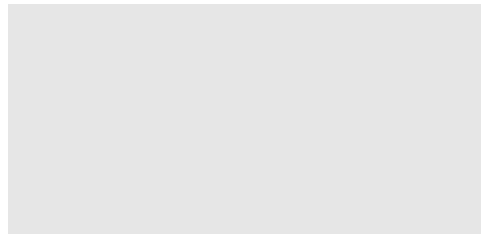
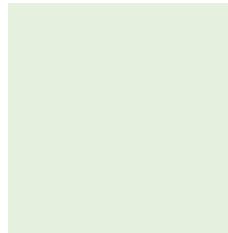
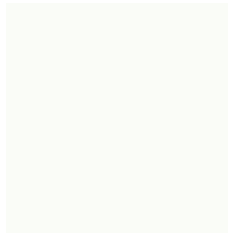
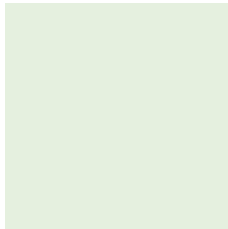
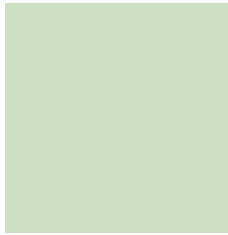
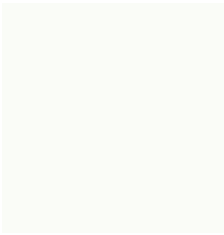


Brisbane School District

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Principal's Message

Brisbane Elementary School is a K-5 public school serving approximately 220 children. It is located in the small town of Brisbane, next to San Francisco, with a population of around 4,000 residents. Founded in 1936, the school building has the same character and charm as the day it opened.

Brisbane Elementary School (BES) is different from most typical public elementary schools in that it follows the Highly Effective Teaching (HET) approach to education. HET embraces a philosophy of "learning by doing," and follows a more constructive and hands-on education model. Students are encouraged to engage in authentic and real life problem-solving in all content areas.

At BES, we truly believe that education is more than test scores, and try to reach the whole child by using brain research and an understanding of child development. In addition to our hands-on education model, we encourage students to have a growth mindset, where mistakes are part of growing and learning. We also focus on our Life Skills and our social-emotional learning program, Toolbox, which together help students to build character and give them the tools needed to navigate through life. The Toolbox program uses tools that are a metaphor for skills everyone can learn and use to better communicate, self-regulate and problem-solve difficult situations. This program is already showing to have a positive effect on our school climate and students are seen using these tools throughout the day.

Parental Involvement

There is a strong tradition of parent involvement at BES. We welcome parents to volunteer in classrooms on a day-to-day basis. Parent volunteers support teachers by working with students in classrooms, participating in class field trips or helping with various schoolwide events, such as Science Exploration Day and our International Feast. Parents are also encouraged to attend our monthly Wednesday Assemblies, Parent-Teacher Organization meetings and to serve on the School Site Council. The BES Parent-Teacher Organization also provides numerous volunteer opportunities for parents to help with various school and fundraising events.

For more information on how to become involved at the school, please contact Traci Storer, principal, at (415) 467-0120.

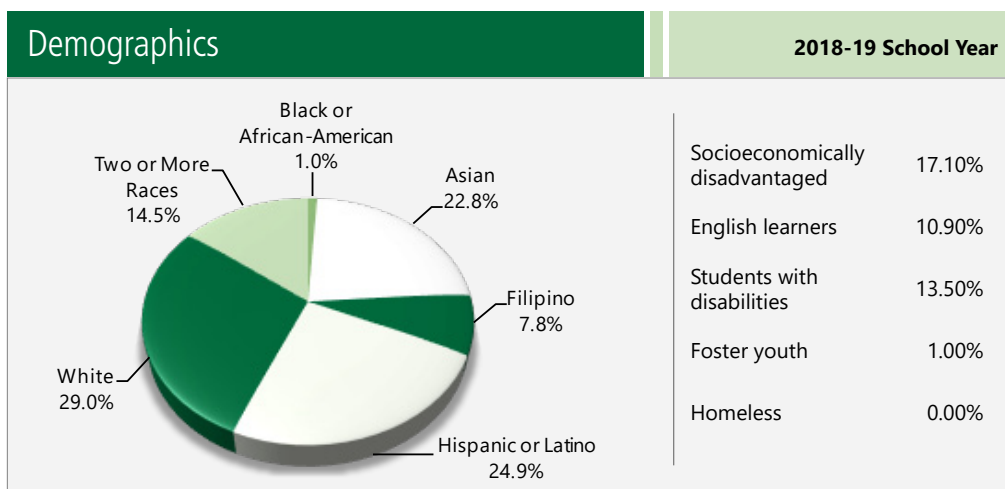
School Safety

The San Mateo County Office of Education, in partnership with local law enforcement agencies, has adopted a countywide Safety Plan called The Big Five. Staff has been trained on the components of The Big Five, and the school participates in regular drills. These drills are based around the five protocols of The Big Five: Drop Cover and Hold On, Evacuation, Lockdown/Barricade, Secure Campus and Shelter in Place. Classrooms are equipped with Emergency backpacks, which include tools, supplies and student emergency contact information. Every teacher also has a walkie-talkie in their classroom for emergencies. The schools in our district also have a more comprehensive safety plan in place if there were a school or city emergency and a shelter-in-place was needed.

We have three programs in place to provide students with a safe, comfortable and bully-free school. Olweus is the district's anti-bullying program and Toolbox is a research based social-emotional program adopted by the two elementary schools. We also have weekly assemblies that support our Life Skills and Toolbox programs. These assemblies always emphasize that Brisbane Elementary is a kind and loving school where students and staff work collaboratively to grow and learn.

Enrollment by Student Group

The total enrollment at the school was 193 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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.

Building Thoughtful Citizens

District Mission Statement

The students of the Brisbane School District will be safe, happy, engaged, respectful, and motivated learners. They will be critical thinkers who are creative, collaborative, and courageous.

Students will reach their full and unique potential academically, emotionally, socially, and physically. Students will engage in and learn from the real world, participating in and contributing to their communities.



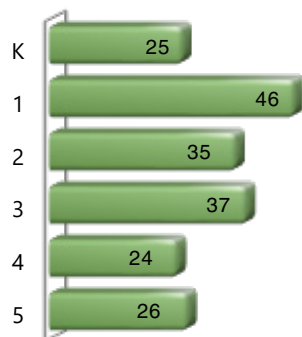
Governing Board

Lillian Markind, President
 Jacque McLaughlin, Vice President
 Raul Alcaraz, Clerk
 Kima Hayuk, Trustee
 Curtis Washington, Trustee

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

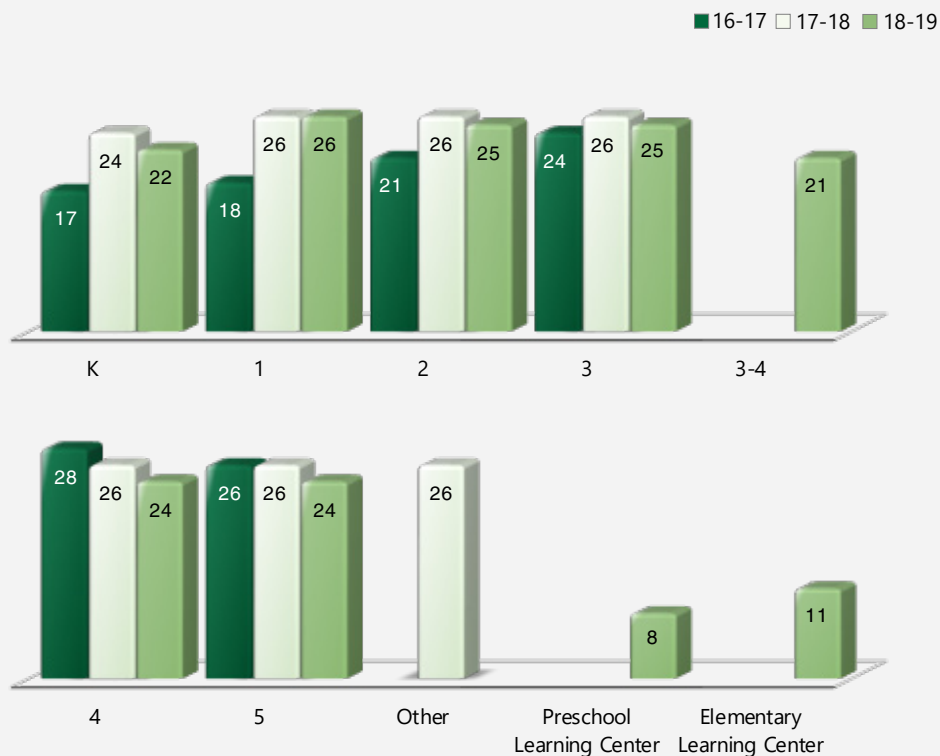


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	1			2			2	
1	1	1			1.5			1	
2		1			1.5			2	
3		1			1			1	
3-4 combined class								1	
4		2			1			1	
5	2		1		1			1	
Other					1				
Preschool Learning Center							1		
Elementary Learning Center							1		

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





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	
	Brisbane ES		Brisbane SD		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	
	Brisbane ES		Brisbane SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	67%	59%	65%	64%	50%	51%
Mathematics	58%	60%	50%	54%	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		Brisbane ES
		Grade 5
Four of six standards		7.1%
Five of six standards		39.3%
Six of six standards		42.9%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

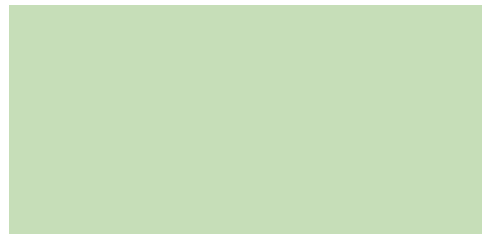
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	87	87	100.00%	0.00%	58.62%
Male	41	41	100.00%	0.00%	51.22%
Female	46	46	100.00%	0.00%	65.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	21	100.00%	0.00%	66.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	28	28	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	22	22	100.00%	0.00%	68.18%
Two or more races	12	12	100.00%	0.00%	50.00%
Socioeconomically disadvantaged	17	17	100.00%	0.00%	29.41%
English learners	14	14	100.00%	0.00%	28.57%
Students with disabilities	11	11	100.00%	0.00%	27.27%
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.

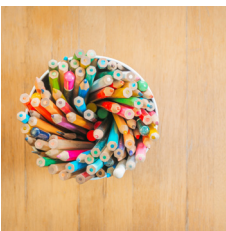
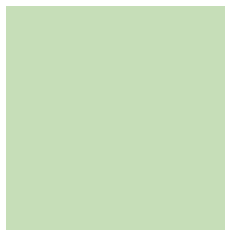




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	87	87	100.00%	0.00%	59.77%
Male	41	41	100.00%	0.00%	63.41%
Female	46	46	100.00%	0.00%	56.52%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	21	100.00%	0.00%	80.95%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	28	28	100.00%	0.00%	42.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	22	22	100.00%	0.00%	63.64%
Two or more races	12	12	100.00%	0.00%	58.33%
Socioeconomically disadvantaged	17	17	100.00%	0.00%	41.18%
English learners	14	14	100.00%	0.00%	21.43%
Students with disabilities	11	11	100.00%	0.00%	27.27%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



Availability of Textbooks and Instructional Materials

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

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

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

Currency of Textbooks

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

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019

Textbooks and Instructional Materials

The district utilizes the Highly Effective Teacher (HET) model and the majority of the curriculum is created by the teachers utilizing a variety of sources in order to meet the goals of the district and the needs of the students.

Textbook adoption: School administrators, in conjunction with teachers, research different programs and teachers pilot programs the following school year. District teachers and administrators also attend curriculum workshops at the county office of education to learn about new textbook options. The district has collaborative discussions around the programs during the school year and staff collaboratively decide which textbooks to adopt at the end of the year.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Revolution (Fletcher's Place), Sonan Enterprises (TK-1)</i>	2010
Reading/language arts	<i>Units of Study for Teaching Reading;</i> Lucy Calkins & TCRWP Colleagues, Columbia University (Heinemann)	2015
Reading/language arts	<i>Units of Study in Opinion, Information, and Narrative Writing;</i> Lucy Calkins & TCRWP Colleagues, Columbia University (Heinemann)	2013
Reading/language arts	Columbia Teachers College Balanced Literacy Model (Reading and Writing Workshop): Leveled Readers and Text, Core Literature	2015
Mathematics	Teacher Created/ Curated Common Core Units of Study	Annually (2019)
Mathematics	<i>Investigations in Numbers, Data and Space (TERC)</i> (Pearson, 2012)	2012
Mathematics	Silicon Valley Mathematics Initiative SVMi Mars Tasks	Annually since 1999
Science	<i>Your Senses, Your Earth, Matter, How People Move Things,</i> Scholastic Kits (TK-K)	2010
Science	<i>Solids and Liquids, Weather, Insects, STC Kits (1)</i>	2004
Science	<i>Butterfly Lifecycles, STC Kit (2)</i>	2004
Science	<i>Soils, STC Kit (2)</i>	2002
Science	<i>Balancing and Weighing, STC Kit (2)</i>	2000
Science	<i>Sound, STC Kit (3)</i>	2000
Science	<i>Chemical Tests, National Academy of Science (3)</i>	2000
Science	<i>Structures of Life, Foss Kit (3)</i>	2000
Science	<i>Electricity and Magnetism, Foss Kit (4)</i>	2005
Science	<i>Human Body, Foss Kit (4)</i>	2003
Science	<i>Earth Materials, Foss Kit (4)</i>	2000
Science	<i>Mixtures and Solutions, Foss Kit (5)</i>	2007
Science	<i>Green Thumbs Kit, Tops Learning System (5)</i>	2006
Science	<i>Rocketry Unit, Teacher Created (5)</i>	2000
History/social science	<i>History Alive! America's Past, TCI (5)</i>	2005
English/Language Development	<i>Carousel of Ideas, Ballard and Tighe</i>	2005



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	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	10/17/2019	
Date of the most recent completion of the inspection form	10/17/2019	

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
Interior	Paint doors and classroom cabinets. District plans to paint the doors and cabinets	Summer 2020

School Facilities

Brisbane Elementary School was built in 1936 and is the only elementary school in the town of Brisbane. The school has fourteen classrooms inside the main class building and two portables on the blacktop area, which are used for the afterschool program that is run through the City of Brisbane's Parks and Recreation Department. The school has a Library/Media Center that includes both PCs and MACs for student use. Our campus also has a Multipurpose Room, a large field, a front lawn/field, and three blacktop areas for students. Students also have access to Chromebooks daily in their classrooms.

The school provides yard supervision for students both before school and after school. We offer a variety of afterschool programs as well. Currently we offer violin, academic chess, Spanish and Coding Club. Our after school Academic Center works three days a week with students who need English language arts support, as well as homework help two days a week.

The school custodian cleans Brisbane Elementary School on a daily basis. He also maintains the facilities on an ongoing basis. In addition to our school custodian, the Brisbane School District also has a groundkeeper and a lead custodian who works at all three schools. For larger facilities projects/repairs the school district is contacted so that the appropriate staff can address the school's needs. The Superintendent uses the Facilities Inspection Tool (FIT) to inspect the school at least twice a year, and the Principal monitors cleanliness and facilities on an ongoing basis.

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			
Brisbane ES			
	16-17	17-18	18-19
Suspension rates	2.6%	0.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%
Brisbane SD			
	16-17	17-18	18-19
Suspension rates	2.3%	3.7%	4.4%
Expulsion rates	0.0%	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%



Types of Services Funded

- School garden project
- Academic Center (after school academic support)
- Optional after school programs (i.e. Parks and Recreation program, Coding Club, Violin lessons, etc.)
- Music and art classes
- Physical education classes



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)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Brisbane SD	Brisbane ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	28	10	11	12
Without a full credential	2	1	1	1
Teaching outside subject area of competence (with full credential)	0	0	1	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		
	Brisbane 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	1	0

Professional Development

Brisbane Elementary School offers staff numerous opportunities for professional development (PD) throughout the school year. This year we are focusing on two topics: Anti-Bias Teaching and science. The district will offer one full day of learning with Sara Wicht Consulting on Anti-Bias Teaching, preceded by a coaching day at each of our three schools. The district is also providing two full-day science professional development days that will focus on hands-on science and the Next Generation Science Standards (NGSS) presented by Stephanie Sisk-Hilton, Ph. D. and Professor/Interim Chair of Department of Education from San Francisco State University.

In addition to this, every Wednesday is an early release day where staff devote time to either site-based or joint/tri-school professional development. Our staff is also supported by a balanced-literacy coach who offers regular professional development around best teaching practices for the Workshop Model in reading and writing.

This year, the district is in the third year of receiving the Close the Gap grant from the Silicon Valley Community Foundation. This grant is being used to increase preschool through third grade articulation and quality of education. The grant is also being used to fund early learning professional development opportunities for the district's primary grade teachers.

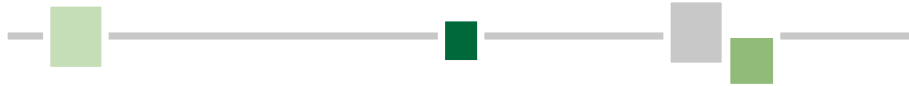
Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	18 afternoon PDs (early release Wednesdays) 8 full day PDs	18 afternoon PDs (early release Wednesdays) 8 full day PDs	18 afternoon PDs (early release Wednesdays) 8 full day PDs

✧ Not applicable.



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
	Brisbane SD	Similar Sized District
Beginning teacher salary	\$51,241	\$45,252
Midrange teacher salary	\$78,400	\$65,210
Highest teacher salary	\$93,839	\$84,472
Average elementary school principal salary	\$110,815	\$107,614
Average middle school principal salary	\$110,815	\$112,242
Superintendent salary	\$181,000	\$124,686
Teacher salaries: percentage of budget	32%	31%
Administrative salaries: percentage of budget	6%	7%

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
Brisbane ES	\$6,894	\$93,531
Brisbane SD	\$11,310	\$75,920
California	\$7,507	\$64,941
School and district: percentage difference	-39.1%	+23.2%
School and California: percentage difference	-8.2%	+44.0%



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	\$11,802
Expenditures per pupil from restricted sources	\$4,908
Expenditures per pupil from unrestricted sources	\$6,894
Annual average teacher salary	\$93,531



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.

Brisbane Elementary School

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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