SARC

2017-18 School Accountability Report Card

Published in 2018-19

Trinity Valley Elementary School

Grades TK-8
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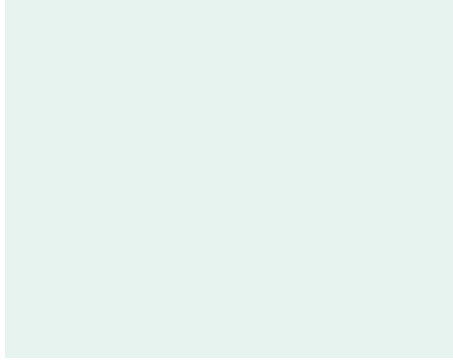
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Klamath-Trinity Joint Unified School District

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District Profile

Klamath-Trinity is located in the North-Eastern part of Humboldt County and a small part of Trinity County along the Trinity and Klamath rivers, in the heart of Six Rivers National Forest. Geographically, we serve students spread out across 940 square miles; many students live on the tribal lands of the Hupa, Yurok and Karuk tribes. The district has four TK-8 schools, one comprehensive high school, one continuation high school and one TK-3 magnet school with a Yurok focus on its studies. The district serves approximately 1,023 students, comprising 83 percent American Indian or Alaska Native, 9 percent white, 5 percent Hispanic and Latino, and 3 percent spread throughout the other categories.

Principal's Message

Trinity Valley Elementary School (TVES) is nestled in the mountains of Northern California, where the Trinity River flows just a quarter-mile away from campus. Trinity Valley students enjoy being part of the small rural community. Here, all students are actively engaged and learning. All students, parents, teachers and staff members work diligently to achieve their goals. All members of the school community love learning and challenge themselves to reach their highest potential. As you walk around campus, students can be observed successfully using the skills, attitudes and behaviors they have learned to effectively deal with other students in social experiences. They value diversity and are major contributors to the school climate of responsibility, respectfulness and safety. The school is a safe, happy learning family for these young citizens. In all classrooms, students are strategic learners who think consciously about what they see, hear, read, write and create.

Students are actively engaged in their learning as it relates to their environment and personal experiences. Students master basic skills and grade-level standards because teachers skillfully differentiate for all learning profiles and practice proven innovative approaches to learning. Trinity Valley is a comprehensive TK-8 elementary school providing a stimulating, quality educational program for 201 students. Staff members are committed to creating and maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens. This School Accountability Report Card (SARC) presents to the community an overview of Trinity Valley and the programs it offers. State reporting requirements include disclosing information regarding subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students and students in significant ethnic subgroups. A profile of Trinity Valley's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.
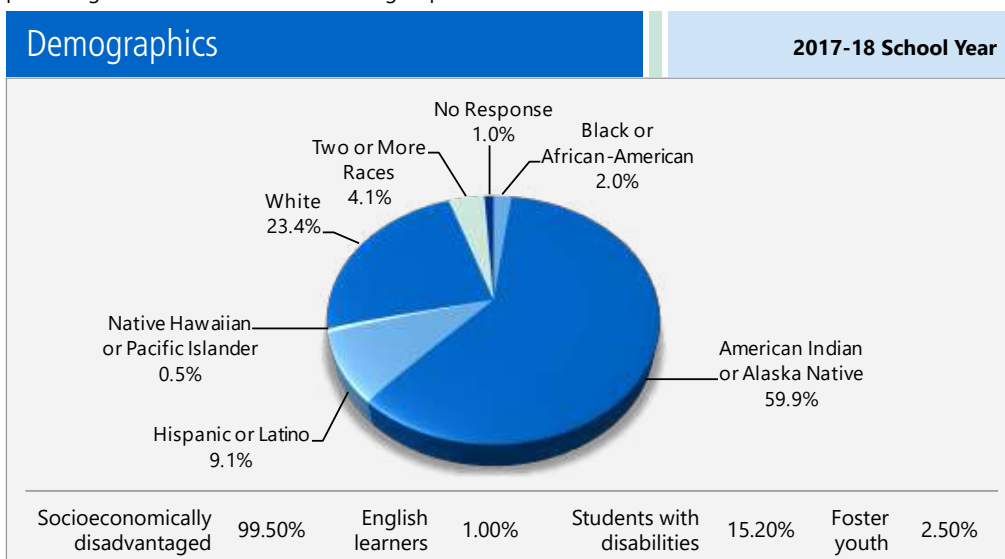
School Mission Statement

Staff members are committed to creating and maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens.

School Vision Statement

Trinity Valley Elementary School provides a safe environment in which all students are given the skills, opportunity, and encouragement to prepare for a successful future as critical and creative thinkers, productive citizens and lifelong learners.

Enrollment by Student Group

The total enrollment at the school was 197 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2017-18 School Year

- No Response 1.0%
- Black or African-American 2.0%
- Two or More Races 4.1%
- White 23.4%
- Native Hawaiian or Pacific Islander 0.5%
- Hispanic or Latino 9.1%
- American Indian or Alaska Native 59.9%

Socioeconomically disadvantaged	99.50%	English learners	1.00%	Students with disabilities	15.20%
Foster youth	2.50%				

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 Klamath-Trinity Joint Unified School District values quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.

District Vision Statement

Healthy rivers connect healthy communities, and bridges bring diverse communities together. We grow with an understanding of the past and educate for the future. Our communities are a unique part of the ever-changing world. We motivate and teach our students to prepare for the world, yet cherish our home.
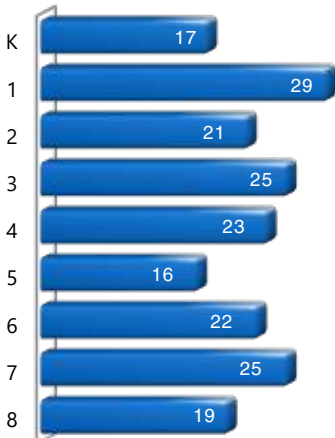
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

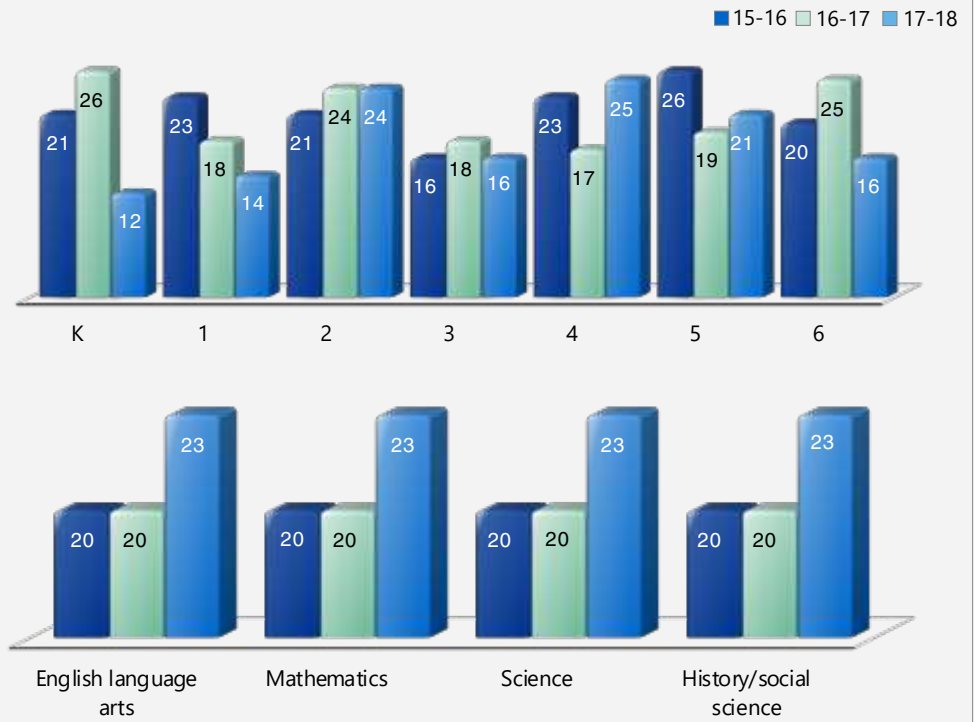| Grade	Enrollment
K	17
1	29
2	21
3	25
4	23
5	16
6	22
7	25
8	19

Class Size Distribution

The bar graphs display 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

Legend: 15-16, 16-17, 17-18

Grade	15-16	16-17	17-18
K	21	26	12
1	23	18	14
2	21	24	24
3	16	18	16
4	23	17	25
5	26	19	21
6	20	25	16

Subject	15-16	16-17	17-18
English language arts	20	20	23
Mathematics	20	20	23
Science	20	20	23
History/social science	20	20	23

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

Trinity Valley ES

	15-16	16-17	17-18
Suspension rates	3.6%	6.0%	14.5%
Expulsion rates	0.0%	0.0%	0.0%

Klamath-Trinity JUSD

	15-16	16-17	17-18
Suspension rates	10.0%	21.4%	19.0%
Expulsion rates	0.3%	0.4%	0.5%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size — Three-Year Data

Grade	2015-16			2016-17			2017-18		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		2			1		
1		1		1			1		
2		1			1			1	
3	1			1			1		
4		1		1				1	
5		1		1				1	
6	1				1		1		

Subject	2015-16			2016-17			2017-18		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	1	1		2			1	1	
Mathematics	1	1		2			1	1	
Science	1	1		2			1	1	
History/social science	1	1		2			1	1	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Trinity Valley ES		Klamath-Trinity JUSD		California		
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
	Trinity Valley ES		Klamath-Trinity JUSD		California		
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	19%	21%	17%	15%	48%	50%
Mathematics	13%	15%	11%	10%	37%	38%

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	2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Trinity Valley ES	
	Grade 5	Grade 7
Four of six standards	11.1%	18.2%
Five of six standards	16.7%	4.5%
Six of six standards	16.7%	0.0%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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/Literacy 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 3-8.

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.

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards			2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	129	127	98.45%	21.26%
Male	70	70	100.00%	25.71%
Female	59	57	96.61%	15.79%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	71	71	100.00%	12.68%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	37.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	25	92.59%	24.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	123	121	98.37%	20.66%
English learners	❖	❖	❖	❖
Students with disabilities	24	24	100.00%	4.17%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	129	127	98.45%	14.96%
Male	70	70	100.00%	17.14%
Female	59	57	96.61%	12.28%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	71	71	100.00%	7.04%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	31.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	25	92.59%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	123	121	98.37%	14.88%
English learners	❖	❖	❖	❖
Students with disabilities	24	24	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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

The Common Core State Standards do not prescribe a singular approach to instructional resources, but require that student achievement be raised through the 21st century skills of creativity, critical thinking, communication and collaboration.

Our selection process starts with our Curriculum and Technology Committee. This Committee is composed of teachers, support staff and administrators. We use an Evaluation Toolkit that is meant to be a tool that guides and facilitates the process educators will use to evaluate materials designed to teach, explain and demonstrate the Common Core. This document is based on the information found in the most recent, subject specific, Framework. The Committee will then compose a recommendation to the Board of Education for formal adoption.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
Reading language arts	*Reading*, Medallions edition; Houghton Mifflin (K-5)	2003
Reading language arts	*The Language of Literature*, McDougal Littell (6-8)	2003
Mathematics	*Mathematics*, Macmillan/McGraw-Hill (K-3)	2009
Mathematics	*EnVisionMath*, Scott Foresman (4-5)	2009
Mathematics	Carnegie Learning, Course 1, Course 2 and Course 3 (6-8)	2015
Science	*California Science*, Houghton Mifflin (K-5)	2007
Science	Focus on Science series, Glencoe (6-8)	2007
History/social science	Scott Foresman History-Social Science for California (K-5)	2005
History/social science	*History Alive!*, TCI (6-8)	2005

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2018-19 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?	No
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

After a thorough analysis by the Curriculum and Technology Committee, the textbook that receives the highest marks will be the recommendation. The newest textbooks are not always the best textbooks.

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	2018-19 School Year
Data collection date	11/13/2018

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	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Special Education
- Improving Teacher Quality
- Rural and Low-Income School Program
- Indian Education, American Indian Early Childhood Education
- Enhancing Education Through Technology
- Lottery funds
- Art and Music Block Grant
- Economic Impact Aid (EIA)
- School and Library Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- California High School Exit Examination (CAHSEE) intervention
- Youth Services (A-Step Program)

✧ Not applicable.

School Facilities

Trinity Valley Elementary was built in the 1950s, with additions and upgrades done in 1967 and 1988. There are 14 classrooms, a gymnasium, cafeteria and library. The school is generally in good condition with repairs, maintenance and cleaning done on a regular basis by a full-time on-site maintenance person, a full-time custodian and a part-time custodian. The full-time custodian is on-site daily from midday until the evening, and the part-time custodian is on-site beginning after school dismissal in the afternoon. TVES employs two grounds supervisors who monitor students before school starts and during recess and lunch breaks.

We completed the installation of a new playground area in November 2008. In October 2009, we completed the installation of a new swing set structure for our kindergarten through fifth-grade students to enjoy.

A new modular building was set up in September 2010. The new building is home to our after-school program. A second modular building was set up in 2013 to enlarge space.

We completed a modernization project that restructured the bathrooms on the upper-grade wing (Giddings Wing). The bathrooms are now Americans with Disabilities Act (ADA) compliant. In addition to the bathrooms, the campus has had various walkways and ramps installed to meet ADA compliancy. Water fountains have also been made to be ADA compliant. All classrooms have received new cabinetry for their sink areas with new sinks and faucets installed to meet ADA compliancy. All windows have been replaced to improve energy efficiency.

We had major construction during the 2014-15 and the beginning of the 2015-16 school years, which included mold eradication, renovation of the gym and six classrooms. We began phase two in the 2015-16 school year, which continued into the 2016-17 school year, to address further mold eradication in our cafeteria/kitchen, administration building and bathrooms, and four classrooms. Over the summer of 2016, we also began a reconstruction of our parking area to ensure it was ADA compliant and up to code. These construction projects have been ongoing throughout the entire district. The cost of the projects has been great, but has been also offset with the efforts of many, including the state government.

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	2018-19 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	Exemplary
Date of the most recent school site inspection	6/20/2018
Date of the most recent completion of the inspection form	6/20/2018

School Safety

All visitors are required to sign in and to wear a visitor's badge during their stay on the Trinity Valley School campus. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as standardized testing (district and state assessments). During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus. The school safety and emergency/disaster plans are revised and updated annually in accordance with state requirements. The plans are designed to assist in preparing for emergencies, managing emergency-response efforts and maintaining a safe school environment. The plans require identification of security needs, development of prevention and intervention techniques; evaluation of physical facilities; and communication with staff, students and parents. Components of the school safety plan include strategies and programs that will provide and maintain a high level of school safety, assess current school crime occurring on campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety. The school safety plan was most recently reviewed, updated and discussed with school faculty in April 2018.

Parental Involvement

Parents and the community are very supportive of the educational programs at Trinity Valley Elementary School. They have made generous contributions of time and money to numerous programs and activities. In conjunction with the School Site Council (SSC) and Parent Teacher Organization (PTO), the school provides many opportunities for parents to be connected to their student's daily educational life. SSC offers parents a chance to be part of an official decision-making group that oversees an annual budget of more than $100,000. PTO fundraisers enable the school to offer programs in art, music and literacy. Parents enrich classroom learning experiences through donations that support assemblies and field trips, and they also purchase instructional supplies. The parent groups promote and organize activities throughout the year. For more information on how to become involved, please contact PTO president Brandy Fry at (530) 625-5600.

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		
	Klamath-Trinity JUSD	Trinity Valley ES		
Teachers	**18-19**	**16-17**	**17-18**	**18-19**
With a full credential	70	12	13	12
Without a full credential	1	1	1	0
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		
	Trinity Valley ES		
Teachers	**16-17**	**17-18**	**18-19**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	1
Vacant teacher positions	0	0	0

Public Internet Access

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

Professional Development

The focus for staff development includes the workshops and conferences that will improve student achievement. The district participates in professional learning communities (PLCs) designed to support teachers with in-class coaching, collaboration and analysis of student-performance data.

Professional-development opportunities are provided with organized trainings ranging from one to five days, plus individual in-services. A district professional development committee assists in planning and organizing the opportunities.

Professional Development Days		Three-Year Data	
	2016-17	**2017-18**	**2018-19**
Trinity Valley ES	4 days	7.5 days	3.5 days

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.

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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.16
Social worker	1.00
Nurse	0.16
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	1.00

✧ Not applicable.

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	
2016-17 Fiscal Year	
Total expenditures per pupil	$11,308
Expenditures per pupil from restricted sources	$3,158
Expenditures per pupil from unrestricted sources	$8,150
Annual average teacher salary	$63,619

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.

Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Klamath-Trinity JUSD	**Similar Sized District**
Beginning teacher salary	$41,739	$42,990
Midrange teacher salary	$62,901	$61,614
Highest teacher salary	$75,029	$85,083
Average elementary school principal salary	$88,708	$100,802
Average high school principal salary	$93,144	$106,243
Superintendent salary	$135,265	$132,653
Teacher salaries: percentage of budget	26%	30%
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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Trinity Valley ES	$8,150	$63,619
Klamath-Trinity JUSD	$11,893	$65,642
California	$7,125	$63,590
School and district: percentage difference	-31.5%	-3.1%
School and California: percentage difference	+14.4%	+0.0%

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 2018.