

BELLA VISTA ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-8

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George DeFillipo
Superintendent/Principal

Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local school boards for each elementary and secondary school in the State, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

As you read this SARC for Bella Vista Elementary School, I believe you will find a picture of a school that promotes outstanding achievement, a skilled faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

The staff, students, parents, and community of Bella Vista are dedicated to the purpose of bringing every student to his or her highest potential in a safe and enjoyable environment. We will strive to provide each student with a command of the basic skills, and a sense of his or her own purpose, identity, and self-worth within a secure school setting. It is essential that we help each student develop the ability to think independently, recognize and select means of solving problems so that he or she can be successful in the 21st century. To this end, we offer a variety of educational and enrichment opportunities.

You may request additional information regarding the SARC by calling the school office at (530) 549-4415.

Parental Involvement

Parents and the community are very supportive of the education program at Bella Vista Elementary School. Parents can participate in the Parent Club, School Site Council, and various other committees. The parents also volunteer their time to assist teachers and staff on campus. Bella Vista Elementary School has a partnership with the Bella Vista Water District. The school also works with Simpson University, which provides student teachers who work with our students.

Please call Cindy Jones, School Secretary, at (530) 549-4415 for details on how to volunteer your time.

School Safety

Bella Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of five custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Bella Vista Elementary School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Bella Vista Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

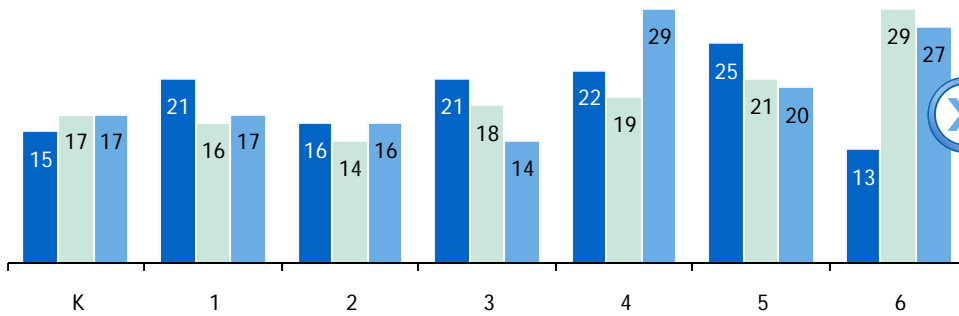
A committee consisting of the principal, maintenance director, school secretary, one community member, chief business official, and teachers revises the School Site Safety Plan annually. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2009.



Mission Statement

To ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment that requires students to think, solve problems, and be creative. We will achieve this through a comprehensive support system, professional collaboration, and strong values of **TEACHING EVERY CHILD EVERY DAY.**





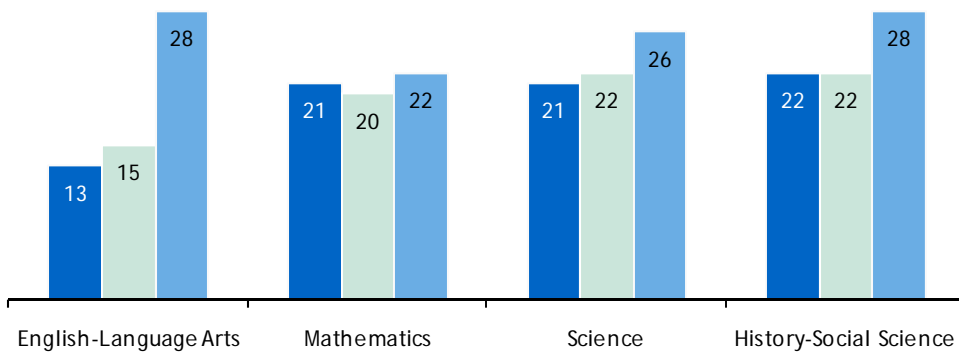
Class Size

The bar graphs display the three-year data for average class size.

■ 06-07 □ 07-08 ■ 08-09



Class Size Distribution — Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			2		
1		2		2			2		
2	3			3			3		
3	1	1		3			2		
4		2		1	1			2	
5		2		2	1		1	1	
6	3				3			3	



Class Size Distribution — Number of Classrooms By Size									
Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	9			10	2		1	5	1
Mathematics	2	2		5	1		3	3	
Science	2	2		2	2		1	3	
History-Social Science	4			2	2		1	2	1

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers three staff development days annually, where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

All training and curriculum development at Bella Vista Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of Bella Vista Elementary School's curriculum is an ongoing process. Grade Level and Subject Committees are busy developing new methods to evaluate the curriculum.

For the previous three school years, we had three days each year dedicated to staff and professional development.



Textbooks and Instructional Materials

Bella Vista School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Committee standards. Bella Vista Elementary School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year period.

The teachers and principal establish selection criteria based on State Standards, review instructional materials on the State list, and make recommendations to the Board of Trustees for final adoption. The textbooks are then put on public display before the adoption process is completed. The school's library is stocked with thousands of books that are available for students to check out. Computer resources within the library are connected to the Internet so students are able to access resources and information online, to improve their research skills.

Bella Vista School offers many visual and performing arts classes such as drama, art, band, choir, guitar, violin, and general music class for grades K-4.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom has an average of three computers with Internet access. Students receive computer-assisted instruction on a regular schedule.

Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency in an attempt to broaden and strengthen their levels of experience and growth.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.



Availability of Textbooks and Instructional Materials

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

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	◇
Health	0%
◇ Not applicable.	

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2008
Mathematics	Envision Math	2007
Science	Harcourt Brace (K-5)	2006
Science	Glencoe (6-8)	2006
History-Social Science	Harcourt Brace	2005

Note: This data was most recently collected and verified in August 2009.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	Bella Vista ES			Bella Vista ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.248	0.169	0.133	0.248	0.169	0.133
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



School Facility Good Repair Status

The table below 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.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection and completion date of the inspection form occurred on September 16, 2009.



School Facilities

The current school facilities were built in 1963. Bella Vista Elementary School also has a preschool on their site. We have completed a new gymnasium with two classrooms, and completed modernized the administrative building, which contains two classrooms and the Resource Center/Library. Our 3.5 FTE janitorial/maintenance staff work hard to ensure a clean and safe campus. They also ensure that the grounds, buildings, and restrooms are free from litter and graffiti.

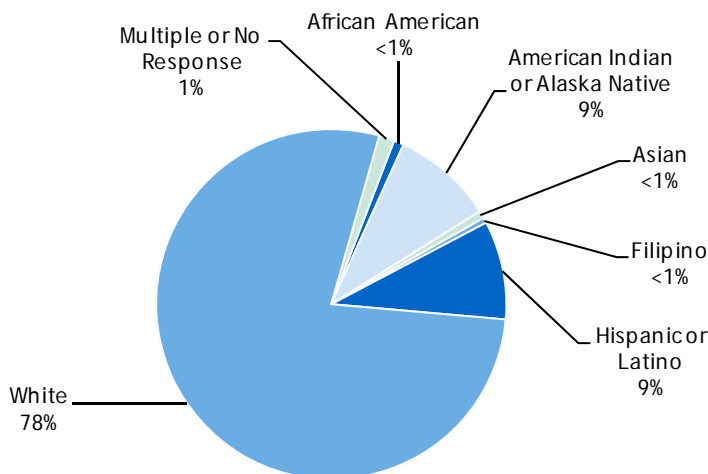
Of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form, this inspection determines the school facility's is in good repair status.

The State School Deferred Maintenance Program provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted no funds for the Deferred Maintenance Program, due to the economic crisis in the State and the lifting of this requirement by the State.



Enrollment and Demographics

The total enrollment at the school was 428 students for the 2008-09 school year.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Bella Vista ES			Bella Vista ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	44%	45%	57%	44%	45%	57%	43%	46%	50%
Mathematics	49%	46%	55%	49%	46%	55%	40%	43%	46%
Science	45%	52%	61%	45%	52%	61%	38%	46%	50%
History-Social Science	34%	54%	57%	34%	54%	57%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	50%	60%	57%	53%
Female	65%	50%	64%	57%
Economically Disadvantaged	51%	50%	50%	58%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	44%	56%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	67%	55%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	56%	54%	54%	49%

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



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	5	5	5
Similar Schools API Rank	2	2	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	3	12	38	805
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	2	15	37	803
Socioeconomically Disadvantaged	7	0	39	773
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Bella Vista ES		Bella Vista ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Bella Vista ES	Bella Vista ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

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 State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	5.0%
Five of Six Standards	40.0%
Six of Six Standards	37.5%
Grade 7	
Four of Six Standards	19.0%
Five of Six Standards	38.1%
Six of Six Standards	19.0%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Bella Vista ESD	Bella Vista ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	24	27	24	24
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Bella Vista ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Bella Vista ES	98.0%	2.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	0.75
Psychologist	0.47
Social Worker	0.00
Nurse	0.21
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

District Financial Data

District Salary Data		
Category	Bella Vista ESD	Similar Sized District
Beginning Teacher Salary	\$39,114	\$38,481
Mid-Range Teacher Salary	\$51,321	\$55,789
Highest Teacher Salary	\$65,695	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$103,500	\$110,994
Teacher Salaries – Percent of Budget	40.4%	37.2%
Administrative Salaries – Percent of Budget	6.7%	6.6%

✱ The Principal and Superintendent are combined as one position for Bella Vista ESD.

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.



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	
	Bella Vista ES
Total Expenditures Per Pupil	\$8,527
Expenditures Per Pupil From Restricted Sources	\$2,423
Expenditures Per Pupil From Unrestricted Sources	\$5,834
Average Teacher Salary	\$54,078

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to Bella Vista Elementary School:

- Speech/Language Specialist
- Nurse
- Special Education Aides
- Playground Supervisors
- Adaptive P.E.
- Psychologist
- Resource Specialist
- Home School Teacher
- Occupational Therapist
- Deaf and Hard of Hearing

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Bella Vista ES	\$5,834	\$54,078
Bella Vista ESD	\$5,834	\$54,078
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+5.5%	-4.1%

◆ Because Bella Vista ESD is a single-site district, the percent difference does not apply.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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.

All data accurate as of December 2009.