

FRENCH GULCH-WHISKEYTOWN ELEMENTARY SCHOOL



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

GRADES K-8

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Diane Kempley
Superintendent

Jim Lightner
Principal

Principal's Message

French Gulch-Whiskeytown Elementary School (FGWS) is a rural school where students participate in arts, cultural, and environmental education. We use a State-adopted curriculum, in addition to rich experiential learning, to address the California Content Standards. Students have many opportunities for collaboration and leadership that are not available in larger schools. We welcome the involvement of parent and community members.

We have an excellent student-adult ratio, a highly qualified staff, an excellent student-computer ratio, and an environment that is safe and nurturing. Our free after-school program provides students with additional opportunities for enrichment and intervention. Japanese, karate, dance, and music (drums, guitar, strings, and recorders) are an integral part of students' education at FGWS. We use the Edusoft data management system and Accelerated Reader to help our teachers, students, and parents monitor student achievements. Our school is an important aspect of this community and our programs are gaining strength.

Parental Involvement

Our school's annual plan and some budget approvals are made by our School Site Council, which includes parent members. Our parent organization actively supports our classroom teachers, sponsors fundraisers, and plans holiday events for the students and community.

To find out how you can become involved at our school, please contact Merry Olsen at (530) 359-2151.

Professional Development

The staff meets regularly to share effective practices and new information. The District's New Millennium Partnership also allows our staff to be involved with Redding's professional development activities. The teachers at French Gulch-Whiskeytown School participate in accredited programs such as Early Intervention for School Success and visual and performing arts workshops. To better teach according to the needs of each student, they are also using the Eight Steps to Student Success program that has worked so well with other districts. For the previous three school years, we had three days each year dedicated to staff and professional development.

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.

*"French Gulch-Whiskeytown Elementary School (FGWS)
is a rural school where students participate in arts, cultural,
and environmental education."*

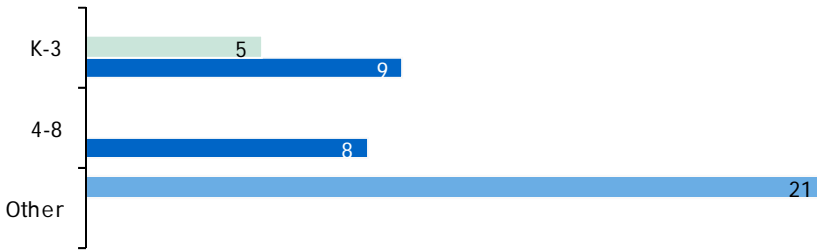
French Gulch-Whiskeytown Elementary School District



School Mission Statement

The French Gulch-Whiskeytown School mission is to build a tradition of excellence by providing a stable place in our community which will allow, assist and exceed the guidelines of a state-recommended core curriculum, and to give all students an understanding of the privileges and responsibilities necessary to be productive citizens.





Class Size

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

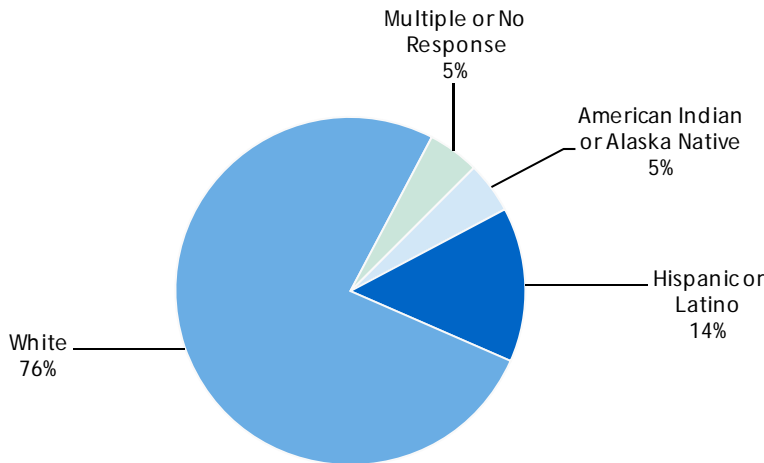
■ 06-07 □ 07-08 ■ 08-09



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	1			1					
4-8	1								
Other								1	

Enrollment and Demographics

The total enrollment at the school was 21 students for the 2008-09 school year.



“Our parent organization actively supports our classroom teachers, sponsors fundraisers, and plans holiday events for the students and community.”



Suspensions and Expulsions

	Suspension and Expulsion Rates					
	French Gulch-Whiskeytown ES			French Gulch-Whiskeytown ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	17.6%	0.0%	0.0%	17.6%	0.0%	0.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



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.

Textbooks and Instructional Materials

The textbooks we use and the tests we give are based on the California Content Standards, and we expect our teachers to align instruction with California Content Standards. Policy experts, researchers, and educators consider our State's standards to be among the most rigorous and challenging in the nation. We choose our textbooks from lists that have already been approved by State education officials. We also utilize daily video conferencing to address the algebra students and for other uses.

All students participate in weekly dance lessons from a contracted dance teacher; students participate and learn visual arts, ceramics, and performing arts each week and are provided all of the materials needed. Students are provided musical instruments and lessons each week for music. All students are provided appropriate materials and textbooks as needed.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2002
Mathematics	Envision, McDougal Littell	2007
Science	Scott-Foresman, Prentice Hall	2006
History-Social Science	Scott-Foresman, McDougal Littell	2005

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

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

✧ Not applicable.

School Safety

Our School Safety Plan addresses procedures for emergency situations, as well as contacts, meeting points, and maps. This is in compliance with current protocols used throughout the county. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2009.

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 primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for French Gulch-Whiskeytown Elementary School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



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, and 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 Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on October 12, 2009, and the inspection form was most recently completed on October 23, 2009.

School Facilities

Our facilities are in good condition. Our school has recently been painted, an exercise PAR course was installed, and the field is now irrigated and is surrounded by newly planted trees. Our school grounds are in a continual state of improvement. The school is in a beautiful and safe setting.

Our school was built in 1957 and includes one building with four classrooms. On an average day, 18 students and the staff occupy this building.

Our library has been modernized. The Follett electronic library management system has become an important tool. We continue to invest in the technological resources such as the Polycom Video Conferencing System, computers for each student, and SMART interactive whiteboards in the classes.

Our facilities are accessible to the school and to our local community, and we also provide Internet access. Our school has 21 computers available for student use; all of our classrooms are connected to the Internet. Various classrooms have additional resources that are available for all students.

We house our computers in classrooms and use them for integrated projects. We make a variety of programs available that help us teach and assess students. Our recent technology upgrades provide PCs at a ratio of one student per machine. Our staff is technologically proficient and uses technology to manage and present information. Our Web site (<http://fgws.org>) allows us to communicate and provides easy access to information.

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School Facilities

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Our clean, safe, and welcoming campus reflects the pride we have in our community and ourselves. We participate in various cleanup efforts and serve as a hub within the community. The rules throughout the school are based on maintaining an environment that is safe, respectful, and responsible. We have had no incidences of violence, drugs, or weapons. Our drills and safety procedures surpass basic requirements.

We recently upgraded the track and field with irrigation, planted trees around campus, invested a lot of time and resources to the school garden, and installed a kiln for ceramics.

Students and community members recently installed an exercise course. Irrigation was also installed to irrigate a grass field to replace the former rock and dirt field.

PG&E recently did an energy audit at the school. It was determined that energy can be saved by replacing the interior light fixtures. We are scheduled to have an electrical contractor replace the fixtures.

Due to our District's small size, we do not participate in the Deferred Maintenance Budget Program.



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

	French Gulch-Whiskeytown ES			French Gulch-Whiskeytown ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	39%	43%	38%	39%	43%	38%	43%	46%	50%
Mathematics	22%	40%	14%	22%	40%	14%	40%	43%	46%
Science	❖	❖	❖	❖	❖	❖	38%	46%	50%
History-Social Science	❖	❖	❖	❖	❖	❖	33%	36%	41%

❖ 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.

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	25%	8%	❖	❖
Female	❖	❖	❖	❖
Economically Disadvantaged	33%	17%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	50%	19%	❖	❖

❖ 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.

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/tq/sr/documents/starpkt5intrpts.pdf.



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%



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/.

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 (ie. 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 (ie. 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.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	6 *	4 *	3 *
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-38	12	-84	648 *
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.



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. 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" API 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.

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.

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				
	French Gulch-Whiskeytown ES		French Gulch-Whiskeytown ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	No		No	
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		
	French Gulch-Whiskeytown ES	French Gulch-Whiskeytown 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.



"We use the Edusoft data management system and Accelerated Reader to help our teachers, students, and parents monitor student achievements. Our school is an important aspect of this community and our programs are gaining strength."



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				
	French Gulch-Whiskeytown ESD	French Gulch-Whiskeytown ES		
	08-09	06-07	07-08	08-09
Teachers				
With Full Credential	1	2	2	1
Without Full Credential	0	0	0	0
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			
	French Gulch-Whiskeytown 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.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
French Gulch-Whiskeytown ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
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	0:0

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)	0.0
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 (non-teaching)	0.0
Other	0.0

District Financial Data

District Salary Information		
Category	French Gulch-Whiskeytown ESD	Similar Sized District
Beginning Teacher Salary	\$36,958	\$38,481
Mid-Range Teacher Salary	\$45,574	\$55,789
Highest Teacher Salary	\$52,939	\$70,849
Average Principal Salary	⊗	\$88,862
Superintendent Salary	⊗	\$110,994
Teacher Salaries – Percent of Budget	31.6%	37.2%
Administrative Salaries – Percent of Budget	2.2%	6.6%

⊗ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

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	
	French Gulch-Whiskeytown ES
Total Expenditures Per Pupil	\$25,970
Expenditures Per Pupil From Restricted Sources	\$8,717
Expenditures Per Pupil From Unrestricted Sources	\$17,253
Average Teacher Salary	\$49,819

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
French Gulch-Whiskeytown ES	\$17,253	\$49,819
French Gulch-Whiskeytown ESD	\$17,253	\$49,819
California	\$5,512	\$56,284
% Difference Between School and District	◆	◆
% Difference Between School and California	+68.1%	-13.0%

◆ Because French Gulch-Whiskeytown ESD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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 information does not include benefits.

Types of Services Funded

Our school was awarded several grants, including grants for our visual and performing arts, watershed education, track and field/community health, and garden programs. We are also a part of the Shasta County SHARE After-School Program grant. We provide a free after-school academic program, manage responsible funding, and continue to offer extra programs for students. Our federal Title I funds, Class Size Reduction, and various State and Federal entitlements continue to address many of the needs to fund extra programs for French Gulch-Whiskeytown School.



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.

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