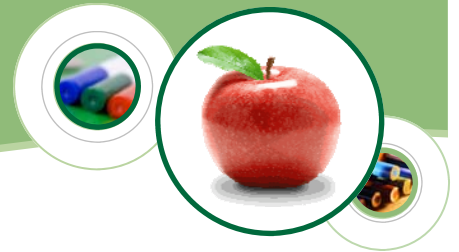


# PARKMEAD ELEMENTARY SCHOOL



## GRADES K-5

1920 Magnolia Way Walnut Creek, CA 94596  
Phone: (925) 944-6858 Fax: (925) 944-2849  
Web site: [www.walnutcreeksd.org/parkmead](http://www.walnutcreeksd.org/parkmead)

Patricia A. Wool, Ed. D.  
Superintendent

Kathleen Scott, Ed.D.  
Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

The mission of the Parkmead School Community is to recognize the importance of an environment that promotes intellectual, personal, and social growth, equipping our children to succeed in an ever-changing world.

Based upon this mission and ongoing study of our school's strengths and needs, we developed the following three strategies that guide our school site plan:

**Strategy 1:** We will meet the needs of all students by implementing a differentiated and challenging academic program in which inquiry, discovery, creativity, and collaboration are fundamental, while developing enthusiastic, lifelong learners.

**Strategy 2:** The Parkmead School Community will understand Parkmead Strategic Plan and school guidelines through consistent, clear, and streamlined communications. The Parkmead School Community will be an active and passionate partner in the development of new and improved communications processes.

**Strategy 3:** We will provide a safe, non-threatening environment in which the Parkmead community respects diversity and demonstrates positive, intrinsic lifelong values.

During the 2007-08 school year, Parkmead was once again named as a California Distinguished School. We are so proud of our school community and the kids, staff, parents, and community members that make it so great. A few of validation team's comments:

- HIGH LEVEL OF SUPPORT FOR ALL STUDENTS—Many integrated systems to identify and support students with special needs.
- EXCELLENCE OF INSTRUCTION—Academic rigor, intensity, and high expectations. Layers and layers of rich instruction. Incredible teaching!
- SCHOOL ENVIRONMENT—Collaboration, character education, environmental awareness. Clean and beautiful campus.
- PARENT/COMMUNITY INVOLVEMENT—PTA, PTO, PERC! So much parent involvement in your complex school AND the involvement seems "seamless." Involvement of seniors, high school students, and many, many parent volunteers providing funds and enrichment for our students.
- SUCCESS FOR ALL STUDENTS—Students feel successful and say so. Teachers differentiate to meet students' needs. Many, many examples of enrichment during the academic day, on field trips, and after school.
- COLLABORATIVE LEADERSHIP—Many, many structures in place to create shared leadership and collaborative decision-making. Resources, materials, and decisions are aligned to support student achievement and meet the needs of all students.

### 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 on a workstation, and the ability to print documents.



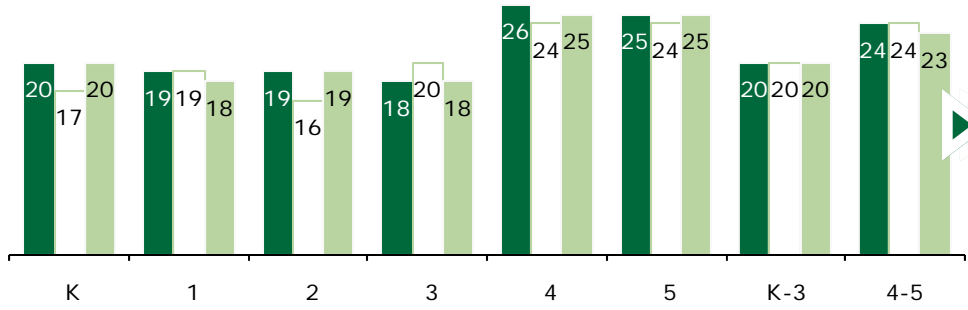
### Walnut Creek School District

960 Ygnacio Valley Road  
Walnut Creek, CA 94597  
Phone: (925) 944-6850  
Fax: (925) 944-1768  
[www.walnutcreeksd.org](http://www.walnutcreeksd.org)

### Mission Statement

*In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.*

**"A community of learners  
building knowledge, skills and character."**



### Class Size

The bar graph displays the three-year data for average class size.

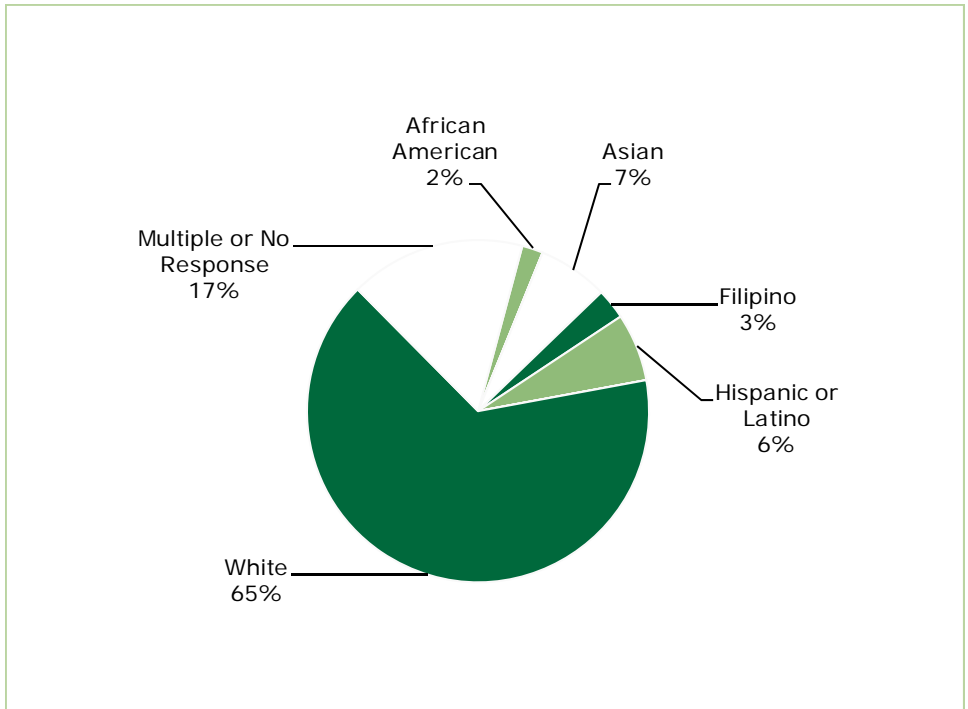
■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			4		
1	3			3			3		
2	3			3			3		
3	4			4			3		
4		2			2			2	
5		2			2			2	
K-3	4			4			4		
4-5		2			2			2	



### Enrollment and Demographics

The total enrollment was 452 students for the 2007-08 school year.



### 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 test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 52.0% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on December 30, 2008, and the inspection form was most recently completed on December 30, 2008.

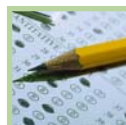
## School Facilities

The Parkmead School site is a source of pride in the community. Renovated in 2000, the facility is safe, structurally sound, and well maintained. The buildings are designed to support student learning as well as the many community events held on the campus. The Parkmead School facility supports many types of student learning in a variety of instructional spaces: 21 classrooms; a library-media center; art, music and science rooms; a resource room; and a large multi-purpose room. Outdoor learning areas and a school garden provide attractive places for students and staff to take learning outdoors or for parent and community groups to gather. Even in times of significant budget constraints, maintenance and repair of facilities is a top priority in the District.

Students work and learn in well lighted, heated, and cooled classrooms and specialty rooms (art, music, resource, and science). Every classroom has a telephone with access to an outside line, Internet access, and a TV/VCR unit. Furnishings are in good repair and of appropriate size for the students who use them.

The classrooms, common areas, and grounds are kept clean and in excellent repair by site custodial and District maintenance staff. All toilets, those in classrooms and shared, are all in good repair and cleaned daily by two full-time equivalent (FTE) custodians. Custodial staff is on duty from 6 A.M. to 10:30 P.M. with a custodian cleaning classrooms every other day after students leave. At least one custodian is on campus for the many evening activities on site.

*Continued on page 4*





## School Facilities

*Continued from page 3*

Parkmead's large multipurpose room, holding 345 students, provides a setting for many event parent and community events. Our library is large and adequate for our student population. District funds, augmented with parent funds, provide enough time for our library media specialist to keep our spacious library, with its large and current collection of books, open during school and for thirty minutes after school hours.

During the summer of 2005, improvements were made to the entrance to the site used by kindergarten and our after-school daycare program. Traffic flows more safely, and students move around that part of the facility on clearly defined pathways. District bond monies will provide video monitoring for safety and a new public address system as well as new soccer fields for community use in the near future. Some playground equipment and storage areas need attention. District and site staff members are in early planning stages for those projects.

Staff is on duty before and after school to assure student safety. During the school day, classified and certificated staff supervises all common areas at recess and lunch. Because Parkmead is such a busy school with many parent and community members volunteering every day, we have a well-defined and carefully implemented sign-in and badge system, with all volunteers signing in and out and wearing nametags.

The District participates in the State School Deferred Maintenance Program, which 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 2008-09 school year, the District budgeted \$141,088 for the Deferred Maintenance Program. This represents 0.008% of the District's general fund budget.

## Teacher Qualifications

The 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				
	Walnut Creek SD	Parkmead ES		
Teachers	07-08	05-06	06-07	07-08
<b>With Full Credential</b>	172	27	26	25
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

The 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			
	Parkmead ES		
	06-07	07-08	08-09
<b>Teacher Misassignments of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Types of Services Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds





## Textbooks and Instructional Materials

District Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall <i>Algebra</i>	2001
Science	Pearson Scott Foresman	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

### Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State adopted from the most recent State-approved list consistent with the content and cycles of the Curriculum Frameworks, and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

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

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 2008.

✧ Not applicable.

## Parental Involvement

Our school has two active parent organizations. The Parkmead Parent Teacher Association (PTA) represents parents of students in the Parkmead Community School (PCS) program. The PALS Parent Teacher Organization (PTO) represents parents of children enrolled in the PALS (Parkmead Active Learning School) Program.

Parent and community volunteers are essential partners in education at Parkmead. Parent and community volunteers spend, on the average, over 1500 hours a month at Parkmead. A visitor at Parkmead might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, answering phones, running enrichment activities, checking books out of the library, or other needed support work around campus.

In addition to volunteer work, school parents fund several vital school programs at Parkmead. PERC (Parkmead Educational Resources Council) is the "whole school" fundraising body, representing both PCS and PALS. Through the efforts of an enormous volunteer cohort, PERC funds science and tech instructional specialists, extra hours for our library media specialist and office clerk, and supplies for these programs. In addition, PERC funds assemblies, materials for programs that support all students, and some playground and facilities improvements. These funds are raised through these fundraising activities: Auction, Check Writing Campaign, Parkmead Sponsors Program, Golf Tournament, and Spellabration. Parkmead enjoys a rich and warm relationship with parents and the Parkmead community.

For more information on how to become involved, please contact Mary Dockter at (925) 280-1192 or Whitney Wilson (925) 932-3570 for the PTA, and Robin Reese at (925) 942-0604 or Nancy West at (925) 937-5444 for the PTO. Questions about our School Site Plan can be directed to School Site Council, Roxie Hooke, at (925) 934-0332.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Parkmead ES			Walnut Creek SD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	82%	83%	83%	78%	79%	80%	42%	43%	46%
Mathematics	83%	85%	88%	77%	77%	78%	40%	40%	43%
Science	75%	73%	77%	67%	74%	78%	35%	38%	46%



## California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	83%	90%	71%
Female	82%	85%	82%
Economically Disadvantaged	75%	81%	❖
English Learners	50%	67%	❖
Students with Disabilities	40%	58%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	89%	92%	❖
Filipino	93%	93%	❖
Hispanic or Latino	78%	81%	❖
Pacific Islander	❖	❖	❖
White	83%	88%	80%

❖ 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.





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Parkmead ES		Walnut Creek SD	
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.

## Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	10	10	10
Similar Schools API Rank	3	5	7

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	22	0	6	928
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	30	-9	15	932
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

## 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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## No Child Left Behind Compliant Teachers

No Child Left Behind (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 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://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
Parkmead ES	100.0%	0.0%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	98.5%	1.5%

◆ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

## Suspensions and Expulsions

The 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					
	Parkmead ES			Walnut Creek SD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.002	0.007	0.002	0.030	0.068	0.047
Expulsion Rate	0.000	0.000	0.000	0.000	0.001	0.000

## Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

As a "community of learners," each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff members meet by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. At the K-5 level, teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. An instructional coach who also provides individual coaching facilitates two meetings per month. At the intermediate level, staff development activities are planned for "late start Wednesdays" each week, as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

*Continued on sidebar*

## Professional Development

*Continued from left*

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented Education (GATE) National Convention (Confratute), Reading Recovery, technology, math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, differentiated instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had five days each school year dedicated to staff and professional development. The District ensures that the agendas for these professional growth days are tied to areas defined by the strategic plan. For 2008-09, the District focus areas are writing and Narrowing the Achievement Gap.

## School Support Staff

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

- 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 1.2
- Resource Specialist (non-teaching) 0.0
- Other 0.0



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Parkmead ES	Walnut Creek SD
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.

## Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	\$40,931	\$39,773
Mid-Range Teacher Salary	\$60,744	\$61,167
Highest Teacher Salary	\$74,715	\$78,093
Average Principal Salary (Elementary School)	\$111,552	\$97,851
Average Principal Salary (Middle School)	\$116,502	\$102,064
Superintendent Salary	\$178,632	\$140,582
% of Budget for Teacher Salaries	45.2%	41.0%
% of Budget for Administrative Salaries	5.8%	5.9%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Parkmead ES	\$5,847	\$680	\$5,167	\$65,706
Walnut Creek SD			\$5,609	\$62,436
California			\$5,300	\$61,488
% Difference Between School and District			-8.6%	5.0%
% Difference Between School and California			-2.6%	6.4%

## School Safety

Our School Safety Plan is current and detailed. It is reviewed and updated in the fall of each year and discussed with school faculty.

We hold monthly drills and review safety procedures with students and staff on a regular basis. The plan is updated annually with input from staff and parents. A schoolwide phone tree is in place to contact parents at home or work. A detailed earthquake preparedness plan outlines the duties of all staff in the event of an earthquake and contains a complete list of the emergency supplies stored in two shipping containers. A local community group, trained in CERT (Community Emergency Response Training), collaborates with us on emergency preparedness. Parents receive regular information and reminders about our emergency procedures in the weekly e-bulletin and monthly newsletters.

During the 2007-08 school year, a School Safety Committee was formed to refine and monitor the School Safety Plan and to maintain supplies and equipment on a regular basis.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2008.

**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 February 2009.