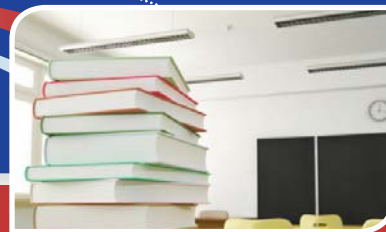


New Hope Elementary School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

26675 North Sacramento Blvd Thornton, CA 95686
GRADES K-8

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New Hope Elementary School District

Joanne Oien
Superintendent/Principal

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.



Parental Involvement

Welcome Parents! New Hope Elementary School encourages parents to be active in their child's education. Parents can volunteer by participating in the following programs and activities:

- Monthly parent workshops
- Parent conferences
- Book Fair
- Read Across America
- Family Science Night
- Classroom volunteers
- School Site Council
- Parent Club
- Thornton Community Collaborative
- After-school program
- Monthly award assemblies
- Graduation planning

For more information on how to become involved at the school, contact Rebeca Gallo, Parent Coordinator, at (209) 794-2376 or rgallo@sjcoe.net.

School Safety

New Hope Elementary School has developed a School Safety Plan that is updated and reviewed on an annual basis. Our plan primarily addresses issues of school safety pertaining to day-to-day activities, such as general rules for maintaining our safe and positive school environment.

Regular evacuation drills are practiced in case of fire and other unexpected events. Individual safety issues are part of our health curriculum including facts and awareness of the hazards of involvement with controlled substances and tobacco. Also reflected in the District Safety Plan is discrimination and harassment policy and a hate crime reporting procedure. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2011.

Professional Development

Professional development is regularly scheduled for teachers during the instructional year on approximately 19 minimum days. The primary focus for staff development is to provide teachers with timely, well-researched, standards-based instructional methodologies and information. Teachers are also provided with opportunities to attend various workshops addressing specific instructional issues relevant to individual teacher needs and interests.

For the 2009-10 school year, three days were scheduled for professional development. For the 2010-11 school year, no days were scheduled for professional development. In 2011-12, three Professional Development Days were done prior to the school year starting to avoid interruption of instructional services.

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.

"New Hope Elementary School is very proud of the pleasant and clean environment made available to its students and community."

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



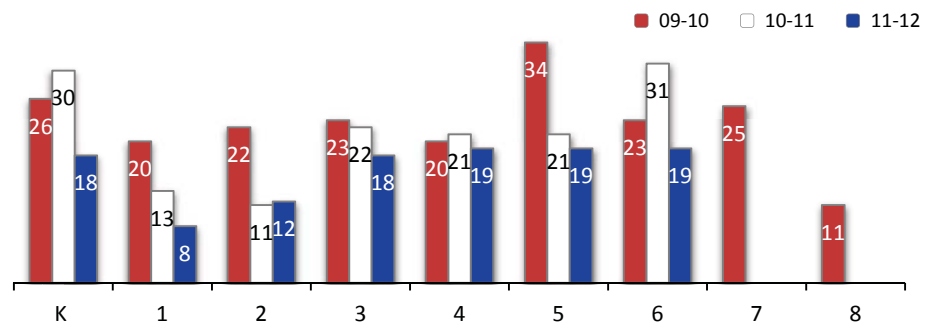
"Visitors to our school find our grounds some of the best kept and attractive they have seen anywhere."



Class Size

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

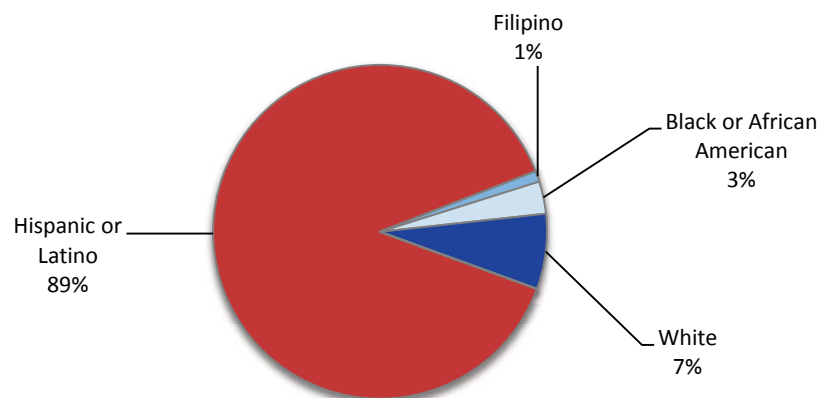
Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				2		1		
1	1			2			3		
2	2			2			2		
3	2			1			1		
4	1			1			1		
5		2		1			1		
6		2							
7		2							
8		1			1		1		

Enrollment and Demographics

The total enrollment at the school was 192 students for the 2011-12 school year.*

Demographics

2011-12 School Year



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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

School Facility Good Repair Status

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 condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions		Good	
Date of the Most Recent School Site Inspection		09/13/2012	
Date of the Most Recent Completion of the Inspection Form		09/13/2012	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Structural	Safety railing separating the main walkways next to the classrooms are loose and show evidence of severe dry rot in some places. They are not safe because their function is to protect the walk from a 12-18 inch drop. ERF have been approved but not released for this item. Repairs planned when funding is released.	
External	Many rodents in fields have created tripping hazards for students running. Repairs planned when funding is released.	

School Facilities

New Hope Elementary School is very proud of the pleasant and clean environment made available to its students and community. Visitors to our school find our grounds some of the best kept and attractive they have seen anywhere.

A dedicated maintenance staff works very hard to ensure graffiti-free and litter-free grounds.

Continued on sidebar

School Facilities

Continued from left

New Hope Elementary School District takes great efforts to ensure that grounds are clean, safe, and functional. To assist in this effort, we used an interim facility survey instrument developed by the State of California Office of Public School construction to determine that our school is in good repair.

The present school was built in 1950. The school has 11 regular classrooms a multipurpose room, and one Special Education classroom.

Students are closely supervised before, during, and after school. Signs around the entrances and wording in our Student Handbook remind visitors to our campus that they are required to check in at the office and wear a visitor's identification sticker. Our staff have been instructed to direct all visitors without the identifying sticker to the office. School personnel supervise morning arrival times, recesses, lunch times, dismissal times and our after school program times so that all students are under the supervision of staff at all times. The gates between the parking lot and playground and school are kept locked after students are in class.

District maintenance staff ensures that the necessary repairs to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are always given the highest priority. A cleaning schedule has been developed and is followed daily to ensure a clean and safe school.

It is the goal of the New Hope Elementary School Board to ensure that students have the opportunity to learn with the assistance of state-of-the-art equipment and facilities that allow for safe, fun, and meaningful learning. Though small, New Hope Elementary School has a broad and expansive vision of the future for all its students.

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 2012-13 school year, the District budgeted \$17,526 for the Deferred Maintenance Program. This represents 1.484% of the District's general fund budget.

Quality of Textbooks

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

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



"New Hope Elementary School District takes great efforts to ensure that grounds are clean, safe, and functional."



Textbooks and Instructional Materials

We have current, State-approved text adoptions for all New Hope Elementary School students in all content areas. Each student is assigned a textbook and textbooks are available to be taken home as well as used in class.

Every student, including English Learners, is provided with a copy of the adopted curriculum in all four content areas, English/language arts, math, history/social science and science.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Legacy of Literacy (K-6), Houghton Mifflin	2003
English-Language Arts	Reading and Language Arts (7-8), McDougal Littell	2003
Mathematics	California Mathematics (K-6), Scott Foresman	2004
Mathematics	Pre/Algebra Ca. Edition (7-8), Prentice Hall	2004
Science	California Science (K-5), McMillan McGraw-Hill	2008
Science	California Science (6-8), McMillan McGraw-Hill	2008
History-Social Science	Scott Foresman (K-6)	2006
History-Social Science	McDougal Littell (7-8)	2006

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		2012-13 School Year
Subject	New Hope ES	
	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	✧	
Foreign Language	✧	
Health	✧	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2012-13 School Year
Data Collection Date	09/2012	

✧ Not applicable.

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels			Three-Year Data Comparison						
Subject	New Hope ES			New Hope ESD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	45%	45%	53%	45%	45%	53%	52%	54%	56%
Mathematics	40%	42%	46%	40%	42%	46%	48%	50%	51%
Science	14%	23%	41%	14%	23%	41%	54%	57%	60%
History-Social Science	9%	22%	28%	9%	22%	28%	44%	48%	49%

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

Students Scoring at Proficient or Advanced Levels			Spring 2012 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science		
All Students in the District	53%	46%	41%	28%		
All Students at the School	53%	46%	41%	28%		
Male	51%	33%	53%	21%		
Female	56%	59%	33%	36%		
Black or African American	❖	❖	❖	❖		
American Indian or Alaska Native	❖	❖	❖	❖		
Asian	❖	❖	❖	❖		
Filipino	❖	❖	❖	❖		
Hispanic or Latino	51%	45%	38%	19%		
Native Hawaiian or Pacific Islander	❖	❖	❖	❖		
White	62%	62%	❖	❖		
Two or More Races	❖	❖	❖	❖		
Socioeconomically Disadvantaged	53%	42%	43%	28%		
English Learners	40%	41%	25%	❖		
Students with Disabilities	50%	47%	❖	❖		
Students Receiving Migrant Education Services	❖	❖	❖	❖		

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API 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 API 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

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

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/info-guide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks		Three-Year Data Comparison		
		2009	2010	2011
Statewide API Rank		3	2	3
Similar Schools API Rank		8	7	7

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						New Hope ES – Actual API Change		
	New Hope ES		New Hope ESD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	140	780	140	780	4,664,264	788	1	21	27
Black or African American	2	■	2	■	313,201	710	■	■	■
American Indian or Alaska Native	0	■	0	■	31,606	742	■	■	■
Asian	0	■	0	■	404,670	905	■	■	■
Filipino	2	■	2	■	124,824	869	■	■	■
Hispanic or Latino	125	773	125	773	2,425,230	740	2	22	26
Native Hawaiian or Pacific Islander	0	■	0	■	26,563	775	■	■	■
White	11	823	11	823	1,221,860	853	■	■	■
Two or More Races	0	■	0	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	125	774	125	774	2,779,680	737	-5	23	21
English Learners	81	751	81	751	1,530,297	716	14	23	2
Students with Disabilities	15	714	15	714	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

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

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage 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 met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	New Hope ES		New Hope 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	No	Yes	No
API	Yes		Yes	
Graduation Rate	✖		✖	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program			2012-13 School Year	
	New Hope ES		New Hope ESD	
Program Improvement Status	In PI		Not In PI	
First Year of Program Improvement	2012-2013		✧	
Year in Program Improvement	Year 1		✧	
Number of Schools Identified for Program Improvement			1	
Percent of Schools Identified for Program Improvement			100.00%	

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

✧ Not applicable.

Types of Services Funded

Through an ASES grant, students at all grade levels are offered tutoring, homework assistance, healthy snacks, recreation, arts, and technology opportunities both before and after school. New Hope Elementary School also provides students with additional opportunities through funding from Title I, and Class Size Reduction (CSR).



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. 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/.

Percentage of Students Meeting Fitness Standards

2011-12 School Year	
Grade 5	
Four of Six Standards	9.50%
Five of Six Standards	42.90%
Six of Six Standards	14.30%

"It is the goal of the New Hope Elementary School Board to ensure that students have the opportunity to learn with the assistance of state-of-the-art equipment and facilities that allow for safe, fun, and meaningful learning."

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	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
FTE	
Social/Behavioral or Career Development Counselors	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.35
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00

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		Three-Year Data Comparison		
	New Hope ESD	New Hope ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	12	12	12	12
Without Full Credential	0	2	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		Three-Year Data Comparison		
	New Hope ES			
Teachers	10-11	11-12	12-13	
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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2011-12 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers	
New Hope ES	100.00%	0.00%	
All Schools in District	100.00%	0.00%	
High-Poverty Schools in District	100.00%	0.00%	
Low-Poverty Schools in District	✧	✧	

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

✧ Not applicable.



Financial Data

The financial data displayed in the SARC is from the 2010-11 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 data does not include benefits.

District Salary Data		2010-11 Fiscal Year
	New Hope ESD	Similar Sized District
Beginning Teacher Salary	\$33,875	\$38,625
Mid-Range Teacher Salary	\$49,887	\$55,530
Highest Teacher Salary	\$58,356	\$70,729
Average Principal Salary	⊕	\$92,955
Superintendent Salary	\$98,724	\$106,757
Teacher Salaries — Percent of Budget	33%	36%
Administrative Salaries — Percent of Budget	5%	7%

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		2010-11 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
New Hope ES	\$5,857	\$43,192
New Hope ESD	\$5,857	\$43,192
California	\$5,455	\$57,019
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+6.9%	-32.0%

◆ The percent difference does not apply to single-site districts.

⊕ The Principal and Superintendent are combined as one position.

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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$8,077
Expenditures Per Pupil From Restricted Sources	\$2,220
Expenditures Per Pupil From Unrestricted Sources	\$5,857
Annual Average Teacher Salary	\$43,192



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			
New Hope ES			
	09-10	10-11	11-12
Suspension Rates	0.049	0.045	0.052
Expulsion Rates	0.000	0.000	0.000
New Hope ESD			
	09-10	10-11	11-12
Suspension Rates	0.049	0.045	0.052
Expulsion Rates	0.000	0.000	0.000

"New Hope Elementary School encourages parents to be active in their child's education."

New Hope Elementary School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. 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 of each year.

All data accurate as of November 29, 2012.

School Accountability Report Card

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