

New Hope Elementary School

School Accountability Report Card



Joanne Oien, Superintendent/Principal

GRADES K-8

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2010-11 School Accountability Report Card

Published During the 2011-12 School Year

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
- Science Camp
- Read Across America
- Family Science Night
- Classroom volunteers
- School Site Council
- Parent Club
- Migrant Advisory Committee
- Thornton Community Collaborative
- After-school program
- Monthly award assemblies
- Graduation planning

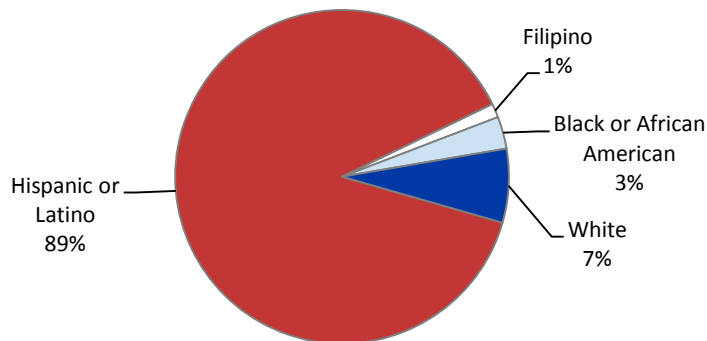
For more information on how to become involved: contact Rebeca Gallo, Parent Coordinator, (209) 794-2376 or rgallo@sjcoe.net.

New Hope Elementary School District

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.

Enrollment and Demographics

The total enrollment at the school was 224 students for the 2010-11 school year.*



"The primary focus for staff development is to provide teachers with timely, well-researched, standards-based instructional methodologies and information."

Student Enrollment by Group

New Hope ES	
Socioeconomically Disadvantaged	99.6%
English Learners	63.4%
Students with Disabilities	9.8%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (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/.



Public Internet Access

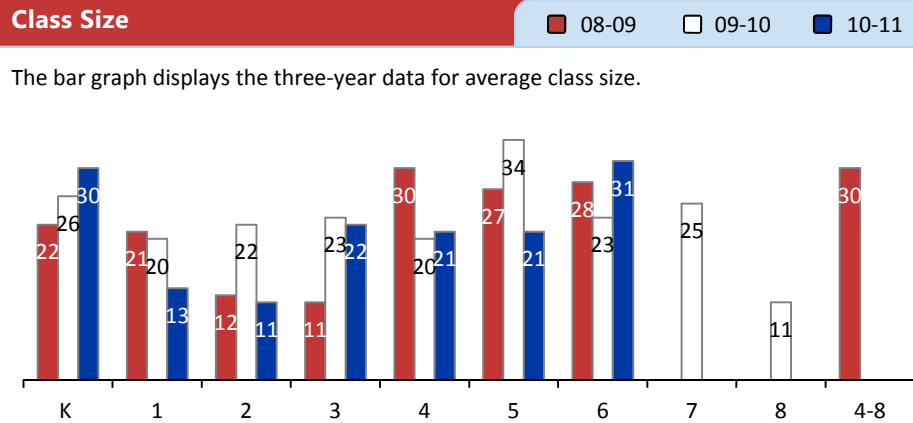
Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.

California Physical Fitness Test

California Physical Fitness Test		
Percentage of Students Meeting Fitness Standards	New Hope ES	
	Grade 5	Grade 7
Four of Six Standards	14.3%	19.2%
Five of Six Standards	28.6%	30.8%
Six of Six Standards	33.3%	30.8%

Class Size

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



Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		2				2	
1		1		1			2		
2	2			2			2		
3	2			2			1		
4		1		1			1		
5		1			2		1		
6		1			2			1	
7					2				
8					1				
4-8		1							

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

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			
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			09/08/2011
Date of the Most Recent Completion of the Inspection Form			09/08/2011

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	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Cleanliness	The play fields have vermin (voles) living under them. The field is pock marked with holes that are trip hazards for students while running: When ERF are released, acceptable removal of the voles will be explored and executed.
Structural	The safety railings along walkways have significant dry rot and need to be removed and replaced: Railings will be removed, repaired or replaced when ERF are 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.

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.

School Facilities

Continued from left

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 2011-12 school year, the District did not budget anything for the Deferred Maintenance Program. The July 2009 Budget Act approved flexibility for Districts to use the Deferred Maintenance Program money for any educational purpose and suspended the district matching share requirement. Although the District does not anticipate using any of the deferred maintenance money for any other purpose, the District reserves the right to do so if needed.

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Quality of Textbooks

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

New Hope ES	
Quality of Textbooks	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



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 a 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 2010.



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		
Subject	Textbook	Adopted
English-Language Arts	Legacy of Literacy (K-6), Houghton Mifflin	2003
English-Language Arts	Reading and Language Arts (7-8), McDougall 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	McDougall 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:

New Hope ES	
Subject	Percentage 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	
Data Collection Date	
	08/2011

✧ Not applicable.

STAR Results for All Students: Three-Year Comparison

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, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	New Hope ES			New Hope ESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	39%	45%	45%	39%	45%	45%	50%	52%	54%
Mathematics	33%	40%	42%	33%	40%	42%	46%	48%	50%
Science	35%	14%	23%	35%	14%	23%	50%	53%	56%
History-Social Science	29%	9%	22%	29%	9%	22%	41%	44%	48%

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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45%	42%	23%	22%
All Students at the School	45%	42%	23%	22%
Male	32%	37%	25%	27%
Female	58%	47%	21%	17%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42%	42%	18%	20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67%	40%	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	44%	41%	19%	27%
English Learners	34%	42%	12%	❖
Students with Disabilities	47%	59%	❖	❖
Students Receiving Migrant Education Services	47%	59%	❖	❖

❖ 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 data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	4	3	2
Similar Schools API Rank	9	8	7

API Growth by Student Group

This table displays, by student group, first, the 2011 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.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						New Hope ES — Actual API Change		
	New Hope ES		New Hope ESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	169	753	169	753	4,683,676	778	-9	1	21
Black or African American	5	■	5	■	317,856	696	■	■	■
American Indian or Alaska Native	0	■	0	■	33,774	733	■	■	■
Asian	0	■	0	■	398,869	898	■	■	■
Filipino	3	■	3	■	123,245	859	■	■	■
Hispanic or Latino	146	746	146	746	2,406,749	729	-10	2	22
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	15	800	15	800	1,258,831	845	■	■	■
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	155	752	155	752	2,731,843	726	-6	-5	23
English Learners	96	747	96	747	1,521,844	707	-16	14	23
Students with Disabilities	20	689	20	689	521,815	595	■	■	■

■ 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 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	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	No	No	No	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 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	New Hope ES	New Hope 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%	

- ✘ 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).



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.

Due to budget constraints there will not be any Professional Development Days during the 2011-12 school year.

For the 2008-09 school year, we dedicated three days for professional development. In 2009-10, there were three days, and in 2010-11, there were zero days dedicated for professional development.

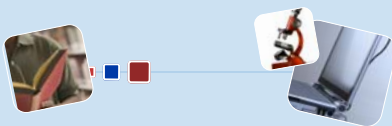


“New Hope Elementary School is very proud of the pleasant and clean environment made available to its students and community.”

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	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.0
Other	
Outreach Consultant	1.0
Instructional Assistants	7.0
PE teacher	1.0
ELD Coach	0.2



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.

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				
Teachers	New Hope ESD	New Hope ES		
	10-11	08-09	09-10	10-11
With Full Credential	12	12	12	12
Without Full Credential	0	1	2	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			
	New Hope ES		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
New Hope ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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		
Category	New Hope ESD	Similar Sized District
Beginning Teacher Salary	\$33,875	\$38,744
Mid-Range Teacher Salary	\$49,887	\$55,509
Highest Teacher Salary	\$58,356	\$70,567
Average Principal Salary (Elementary School)	◆	\$92,338
Average Principal Salary (Middle School)	◆	\$96,427
Superintendent Salary	\$95,849	\$109,381
Teacher Salaries — Percent of Budget	30%	37%
Administrative Salaries — Percent of Budget	4%	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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
New Hope ES	\$5,607	\$42,938
New Hope ESD	\$5,607	\$42,938
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+2.7%	-32.9%

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

◆ Information not available.

“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.”

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	
New Hope ES	
Total Expenditures Per Pupil	\$8,449
Expenditures Per Pupil From Restricted Sources	\$2,842
Expenditures Per Pupil From Unrestricted Sources	\$5,607
Annual Average Teacher Salary	\$42,938



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			
	08-09	09-10	10-11
Suspension Rates	0.074	0.049	0.045
Expulsion Rates	0.000	0.000	0.000
New Hope ESD			
	08-09	09-10	10-11
Suspension Rates	0.074	0.049	0.045
Expulsion Rates	0.000	0.000	0.000

New Hope Elementary School

School Accountability Report Card



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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.

All data accurate as of December 2011.