

# Westside Elementary School District

## Westside Elementary School

### School Accountability Report Card Grades K-8 Data From The 2004-2005 School Year Published During 2005-2006

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#### Principal's Message

The mission of the Westside School District is to offer the finest education possible to its students to prepare them to be productive and happy citizens. We accomplish this by creating a learning environment that engages students and teachers in a rich, meaning-centered, thinking curriculum that provides powerful teaching and learning. The overarching belief is that all children can master challenging content and complex problem solving skills. High standards are expected of all students. State aligned curriculum and instruction provide a comprehensive instructional program for all students. Revised student expectations reflect outcome-based criteria and assure alignment with state standards from preschool through the eighth grade.

#### Parental Involvement

There are a group of parents at Westside Elementary School who are very involved in the education of their children. The Parent/Teacher Club and the Migrant/Parent Club have grown from a few familiar faces to a large size group at most meetings. These organizations sponsor Bingo nights and other activities as fund-raisers to raise money for numerous causes such as band and athletic uniforms, study trips and RIF, and student scholarships. The School Site Council (SSC) and District English Learner Advisory Committee (DELAC) are also very involved in the school's activities. They encourage parents to visit the school to become familiar with the curriculum and school programs.

For more information on how to become involved, contact Baldomero Hernandez/Superintendent/Principal, at (559) 884-2492.

#### Positive Learning Environment

Westside Elementary takes great pride in providing a year round sports program, which includes football, soccer, volleyball, baseball, and track.

The Student Government is extremely active in the activities of the school and schedules pep rallies and other student related activities.

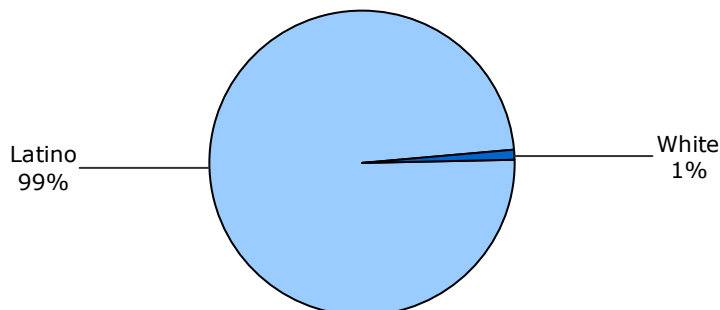
Teen Choices is a two-week program provided by the school that deals with AIDS and other sexually transmitted diseases.

Westside Elementary School also has in place a strong discipline program that is firm, fair, and consistent.

#### Enrollment and Demographics

The total enrollment of Westside Elementary School was 286 students for the 2005-2006 school year.

#### Demographics



**Baldomero Hernandez**  
Superintendent/Principal

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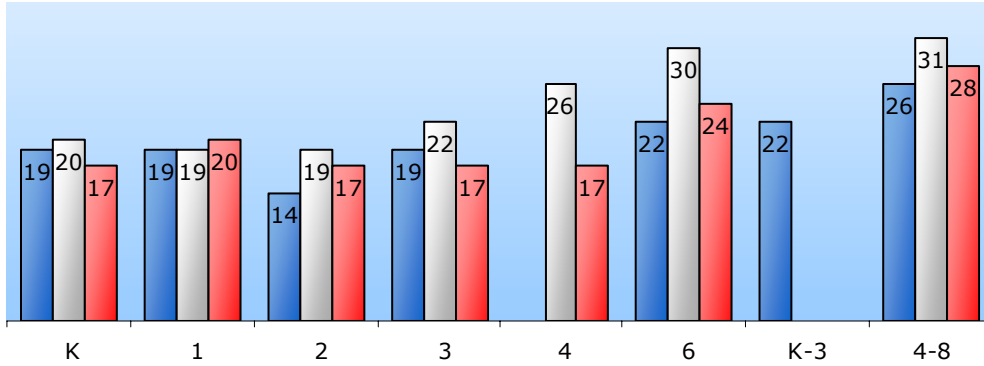
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## Class Size

The three-year data for average class size is displayed below.

**Class Size By Grade**

■ 02-03 ■ 03-04 ■ 04-05



**Class Size Distribution — Number of Classrooms By Size**

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			1	1		2	2	
1	2			2			1	2	
2	1			1	1		2	2	
3	2				1		2	2	
4					1		1	1	
6		1			1			1	
K-3	1	1							
4-8		3			2			3	

## Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Grade Level	Class Size Reduction		
	02-03	03-04	04-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	91%	100%

## Suspensions and Expulsions

	Westside ES			Westside ESD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	40	29	8	40	29	8
Suspensions (rate)	0.120	0.088	0.028	0.120	0.088	0.028
Expulsions (no. of incidents)	0	0	0	0	0	0
Expulsions (rate)	0.000	0.000	0.000	0.000	0.000	0.000

## School Safety

Westside Elementary School revises the School Safety Plan yearly. Parents may obtain a copy of the plan by visiting the district office; a copy is readily available. The Safety Plan encompasses any sudden unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death (such as earthquakes, fires, intruders suicide and suicide risk, and rape). The plan includes: what is a crisis, who is charge, procedures for general crisis intervention, training for safety team, a phone tree, designated school site and alternative sites if needed, record keeping forms, and special safety codes.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2005.



## School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Area	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
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	✓		Write Grant
Playground/School Grounds		✓	Write Grant
Roofs		✓	

\* This data was collected and verified by the district in June 2006.

### Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

Westside Elementary School had six minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	58,770	36,000
1-3	63,180	50,400
4-8	66,780	54,000

### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

## Facilities

Westside Elementary School is approximately 45 miles southwest of Fresno, California, situated in what was once a desert of sagebrush. It is 142 square miles of rich agricultural tradition. The original brick building was constructed in 1926. The school grew to 29 classrooms on 26 acres and became one of the largest rural schools in the state. The entire school site has been remodeled and modernized with funds from State Proposition 152 moneys, and a \$1.3 million General Obligation Bond. The current enrollment is 298 students in grades kindergarten through 8, and 48 preschool students. The ethnic makeup of our students is 99% Hispanic, 1% Anglo. The program emphasizes high standards and promotes multiple opportunities for success at school.

Westside Elementary recently was reviewed by a Fresno County Office of Education William's Staff member and was reported as very clean and safe for students and staff.

## Counselors and Support Staff

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

• Counselor	0.0
• Librarian	0.0
• Psychologist	0.0
• Social Worker	0.0
• Nurse	0.0
• Speech/Language/Hearing Specialist	0.0
• Resource Specialist	0.0
• Other	0.0

## Textbooks and Instructional Materials

All textbooks at Westside Elementary School are state adopted and approved. The district adheres strictly to the adoption-cycle for purchasing textbooks. All students are provided with their own copy of all textbooks in the area of reading/language arts, math, science, and history/social science to use at school and at home.

### Quality and Availability of Textbooks

Textbooks			
Subject Area	Textbook Title	Grade	Adopted
Math	<i>Harcourt Brace Math</i>	K-6	2001
Math	<i>McDougal-Little</i>	7	2001
Math	<i>McDougal Little Algebra</i>	8	2001
English-Language Arts	<i>Houghton Reading</i>	K-6	2002
English-Language Arts	<i>McDougal-Little Literature and Language</i>	7-8	2002
English-Language Arts	Hampton Brown High Point	4-8	2002
Science	<i>Harcourt Brace Science</i>	K-6	1999
Science	<i>Holt Life Science and Physical Science</i>	7-8	1999
Social Science	<i>Harcourt Brace Social Studies</i>	K-6	2000

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%

\* This data was collected and verified by the district in June 2006.

### Adequate Yearly Progress

Met Adequate Yearly Progress Criteria						
Year Tested	Westside ES			Westside ESD		
	2003	2004	2005	2003	2004	2005
<b>Met Overall AYP Status</b>	No	No	Yes	Yes	No	Yes
<b>All Students</b>	No	No	Yes	No	No	Yes
<b>English Learners</b>	No	No	Yes	No	No	Yes
<b>Socioeconomically Disadvantaged</b>	No	No	Yes	No	No	Yes
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖	❖
<b>African American</b>	❖	❖	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Latino</b>	No	No	Yes	No	No	Yes
<b>Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.



### 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

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## California Standards Tests

The California Standards Tests (CST) 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.

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**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

### CST Results

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. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Westside ES			Westside ESD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	11%	10%	20%	11%	10%	20%	35%	36%	40%
Mathematics	22%	22%	28%	22%	22%	28%	35%	34%	38%
Science	*	0%	0%	*	0%	0%	27%	25%	27%
History-Social Science	7%	12%	29%	7%	12%	29%	28%	29%	32%

\* The science portion of the CST was administered for the first time to 5th graders in 2004.

### CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005	2005	2005	2005
Male	23%	28%	0%	31%
Female	17%	28%	0%	27%
English Learners	5%	9%	❖	❖
Economically Disadvantaged	18%	28%	0%	30%
Students with Disabilities	4%	0%	❖	❖
Migrant Education Services	19%	28%	0%	30%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Latino	20%	28%	0%	29%
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.

## Making Sense of Testing

**Q:** What are the California Standards Tests?

**A:** The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (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.

## NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2005 school year.

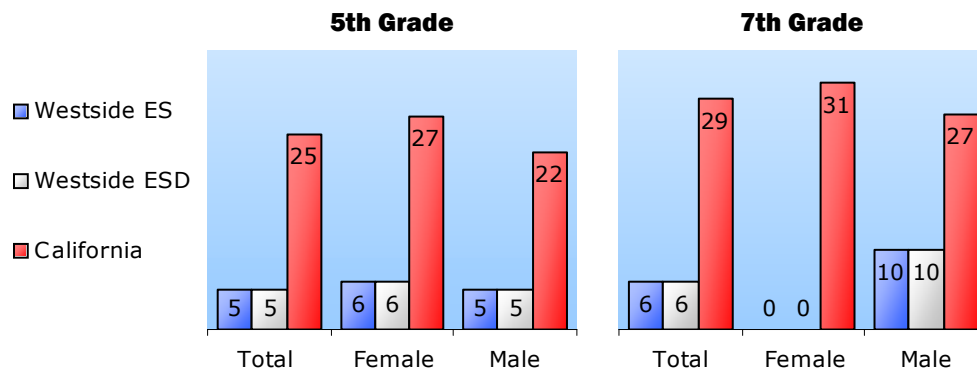
Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Westside ES	21%	21%	18%	25%	28%	31%
Westside ESD	21%	21%	18%	25%	28%	31%
California	43%	43%	41%	50%	51%	52%

## NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
	2005	2005
Male	22%	22%
Female	14%	39%
English Learners	0%	0%
Economically Disadvantaged	21%	26%
Students with Disabilities	❖	❖
Migrant Education Services	22%	28%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Latino	19%	30%
Pacific Islander	❖	❖
White	❖	❖

❖ Data are reported only for numerically significant subgroups.

## California Physical Fitness Test



## Norm Referenced Test

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The NRT is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.

For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. 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. The results to the left show the percentage of students in the fifth and seventh grades who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2002	2003	2004
<b>Statewide Rank</b>	N/A	1	1
<b>Similar Schools Rank</b>	N/A	1	1

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
<b>% Tested</b>	N/A	100%	99%
<b>Base Score</b>	N/A	587	587
<b>Growth Target</b>	N/A	11	11
	<b>From</b>	<b>02-03</b>	<b>03-04</b>
<b>% Tested</b>		100%	99%
<b>API Growth Score</b>		596	583
<b>Actual Growth</b>		N/A	-4

Academic Performance Index Subgroups			
	02-03	03-04	04-05
<b>Latino Base Score</b>	N/A	589	583
<b>Latino Growth Target</b>	N/A	9	9
<b>Latino Growth Score</b>	597	579	636
<b>Latino Actual Growth</b>	N/A	-10	53
<b>Socioeconomically Disadvantaged Base Score</b>	N/A	573	574
<b>Socioeconomically Disadvantaged Growth Target</b>	N/A	9	9
<b>Socioeconomically Disadvantaged Growth Score</b>	580	571	626
<b>Socioeconomically Disadvantaged Actual Growth</b>	N/A	-2	52

N/A Information not available.

## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

## Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	School	District
<b>Year Identified for Program Improvement</b>	2001-2002	n/a
<b>Year in Program Improvement</b>	Year 3	n/a
<b>Year Exited Program Improvement</b>	---	n/a
	District	
<b>Number of Schools Identified for Program Improvement</b>	1	
<b>Percent of Schools Identified for Program Improvement</b>	100.00%	

n/a Not applicable.

## Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.



## Instruction and Leadership

Leadership at Westside Elementary School is a shared responsibility between district administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to address specific district wide issues. The Technology Committee, Migrant Parent Club, Parent Teacher Club, English Learner Advisory Committee, School Site Council, Student Government, and Curriculum Committee are all involved.

Baldomero Hernandez has been principal of Westside Elementary School since 1995, and has 25 years of experience in education.

## NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. 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. 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).

### Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
<b>Total number of teachers</b>	18	17	17
<b>Full credential</b> —fully credentialed and teaching in subject area	17	16	16
<b>Teaching outside subject area</b> —fully credentialed outside subject area	0	0	0
<b>Teachers in alternative routes to certification</b> —district, university internship	0	1	1
<b>Pre-internship</b> —emergency credentialed, incomplete subject matter requirements	0	0	0
<b>Teachers with emergency permits</b> —not qualified but meeting minimum requirements	1	0	0
<b>Teachers with waivers</b> —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification	0	0	0
<b>Total Teacher Misassignments</b> —teacher assigned to a course outside their credential/certification	0	0	0
<b>Vacant Teacher Positions</b> —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

\* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level		
	School	District
<b>Doctorate</b>	0.0%	0.0%
<b>Master’s degree + 30 hrs course work</b>	0.0%	0.0%
<b>Master’s degree</b>	5.9%	5.9%
<b>Bachelor’s degree + 30 hrs course work</b>	82.4%	82.4%
<b>Bachelor’s degree</b>	11.8%	11.8%
<b>Less than Bachelor’s degree</b>	0.0%	0.0%
<b>Total</b>	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
<b>This school</b>	100.0%
<b>All schools in district</b>	100.0%
<b>High-poverty Schools</b>	100.0%
<b>Low-poverty Schools</b>	0.0%

### Teacher Evaluations

All teachers at Westside Elementary School are tenured and are evaluated once a year on a formal basis. The superintendent/principal also visits every classroom at least once a day and offers support to all teachers.

For 2002-03, 2003-04, and 2004-05, we had three days each year dedicated to staff and professional development.

### Substitute Teachers

The Westside Elementary School District employees only qualified substitute teachers. There is a list of approximately ten dependable substitute teachers the District can call. It is rare when the district can not provide a substitute for any given classroom.

**Q:** What is a School Accountability Report Card (SARC)?

**A:** Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.



### Professional Development

Westside Elementary has provided opportunities for all teachers to attend various different professional development activities during the past three years such as AB 466 reading, AB 466 Math, the Cullunin Institute, and High Point training.

**Financial Information**

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	N/A	\$34,395
Mid-Range Teacher Salary	N/A	\$50,164
Highest Teacher Salary	N/A	\$60,406
Average Principal Salary	⊗	\$80,091
Superintendent Salary	⊗	\$101,695
% of Budget for Teacher Salaries	39.0%	41.5%
% of Budget for Administrative Salaries	6.8%	6.1%

**Note:** The most recent fiscal information provided by the State is always at least two years behind.  
 ⊗ Because Westside Elementary School District is a single-site district, they are not required to display superintendent salary information.

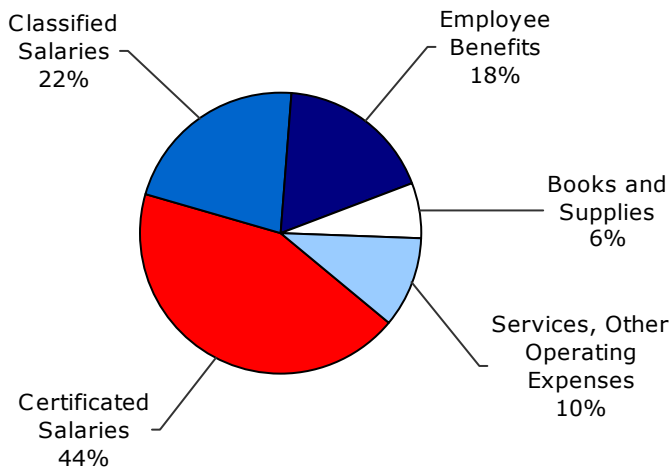
2004-2005 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$48,730	*	*	n/a	*

2004-2005 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$585.72	\$371.89	\$213.83

2004-2005 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$213.83	*	n/a	*

\* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.  
 n/a Not applicable. Westside Elementary School District is a single-site district, therefore site and district data are the same.

**District Expenditures**



**Types of Services Funded**

The following is a list of Federal and State funded programs that are provided to students:

1. Library Block Grant (SIP and Library)
2. Migrant Education
3. Title I, Part A, Basic Grant
4. Title II, Part A, Teacher Quality
5. Title II, Part D, Technology
6. Title III, Part A, LEP Students
7. Title IV, Part A, SDFSC
8. Title V, Part A, Innovation
9. REAP
10. School Safety Block Grant
11. CAL-SAFE
12. Economic Impact Aid
13. GATE--Gifted and Talented Education



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.

Published by *School Innovations & Advocacy* ([www.sia-us.com](http://www.sia-us.com)).



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