

Walnut Creek Intermediate School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007



Principal's Message

Walnut Creek Intermediate School is the only middle school in the Walnut Creek School District which serves approximately 3,250 students. WCI is located in the City of Walnut Creek and has a student population of approximately 1,145 sixth, seventh and eighth grade students. Walnut Creek Intermediate (WCI), a California Distinguished School, is located near the center of the city of Walnut Creek. Certificated personnel consists of one principal, two vice principals, two counselors, a part time crisis counselor, and 55 full or part-time teachers. Our Special Education department consists of four resource specialists and one Special Day Class teacher. WCI has 26 full and part-time classified employees, including office staff, a library/media specialist, custodial staff, cafeteria workers, noon-duty supervisors, and special education paraprofessionals.

Students attend school for seven periods each day, with an additional period offered before school for Jazz Band. Sixth graders are grouped into families for one period of math, one period of science, and a three-period English and social studies core. They are also enrolled in one elective or exploratory course. Seventh graders are enrolled in a two-period core, one period of science, math, and two elective courses. Eighth graders are enrolled in one period of English, social studies, math, science, and two elective courses. All students are enrolled in one period of physical education.

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, stimulating and positive learning environment that allows personal, social and academic growth of all students through a well-planned curriculum with diverse and creative experiences that will serve as a base for lifelong learning.

Parental Involvement

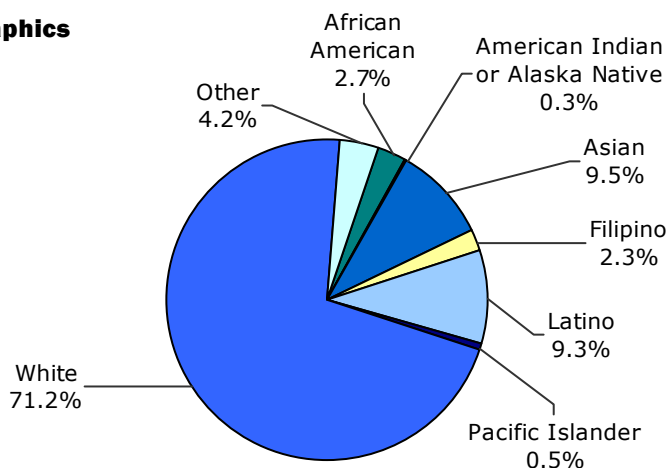
There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels. Examples are: PTA board and committee members, parenting classes, library assistants, health and safety, staff appreciation, website development, chaperones, noon supervision, school site council, strategic planning team, technology team, TRI-S, grade level activities, weekly e mail updates, monthly newsletter.

For more information on how to become involved, contact PTA Presidents Karen Schroter or Liz Bettis at (925) 944-6840 or visit our PTA website at www.wcipta.org.

Enrollment and Demographics

The total enrollment was 1,154 students for the 2005-2006 school year.

Demographics



Kevin Collins
Principal

Walnut Creek Intermediate School
"Home of the Squires"
Grades 6-8

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Walnut Creek, CA 94597
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www.walnutcreeksd.org/wci

Walnut Creek School District
"A community of learners building knowledge, skills and character."

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District Mission Statement

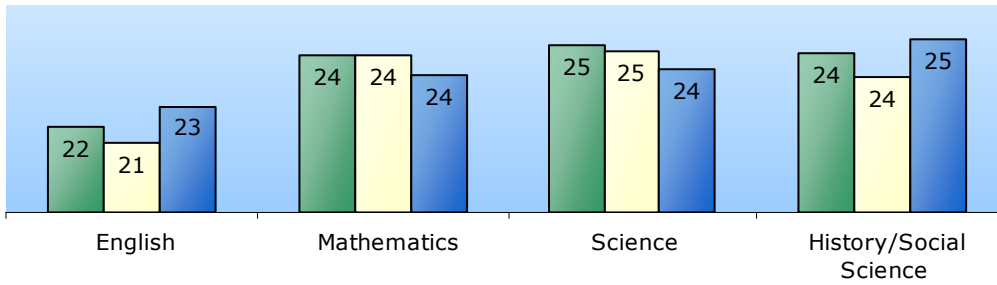
In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

Class Size

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

Class Size By Subject

■ 03-04 ■ 04-05 ■ 05-06



Class Size Distribution – Number of Classrooms By Size

Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	21	49		19	44		10	40	
Mathematics	7	43		9	41		14	33	
Science	10	39		8	41		15	31	
History-Social Science	12	42	1	9	42		3	41	

School Safety

At WCI we expect all students will have the opportunity to attend school in a safe and orderly learning environment. Our expectations are that students conduct themselves in a responsible manner, which does not jeopardize the safety, or interfere with, the learning of other students. Our hope is that students enjoy themselves and become involved in healthy and productive interactions with other young adults.

In addition to the principal and two vice-principals, the school has a full time campus supervisor who monitors the campus. There are two noon-duty supervisors and a system of parent volunteers who help maintain a safe and orderly environment during both lunch periods. Teachers assist with campus monitoring during morning drop-off and afternoon pick-up times. Through a partnership with the City of Walnut Creek, the school employs a part time Crisis Counselor who works directly with at-risk students. Students who break school rules are counseled and are subject to progressive disciplinary actions. Student education and communication with parents help maintain a safe campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and attends monthly meetings with the police and representatives of all schools in Walnut Creek.

Safety drills are practiced quarterly and the school safety plan is updated yearly. The school staff is divided into safety teams who have specific duties to perform in the event of an emergency.

The School Safety Plan was last updated and reviewed with staff in October 2006.

Suspensions and Expulsions

The table below 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						
	Walnut Creek IS			Walnut Creek SD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.106	0.087	0.065	0.044	0.034	0.030
Expulsion Rate	0.001	0.001	0.000	0.000	0.000	0.000

Positive Learning Environment

WCI has high expectations for students' academics and behavior. The curriculum is designed to challenge and motivate students to enjoy the learning process. Students are encouraged to take an active part in their own learning, to increase their independent study habits, and to take advantage of the variety of learning opportunities and extra curricular activities that are provided for them.

WCI is fortunate to receive some School Improvement Program, Title VI and GATE funding that work along with the district and PTA funding to enable us to provide a broad range of enriching activities that align with our strategic plan for school improvement. School Improvement Program and GATE funds are used for staff development, program enhancement, classroom technology, and curricular materials. Title VI funds are used for a variety of innovative programs. We also receive funding from the city of Walnut Creek and the district to provide intervention and crisis counseling services to students. Each of these programs builds on WCI's basic foundation: our commitment to building a strong learning community that is responsive to the needs of all students.

The PTA and WCEF K-12 also supports the strategic plan by providing funding for programs that impact safety, communication, homework assistance and after school enrichment opportunities for students.

WCI has two character education programs named Character Counts and P.R.I.D.E (Positive Individuals, Responsible Community Members, Independent Learners, Developing Citizens, Effective Communicators) that focuses on educating the whole student. Character Counts and Pride lessons are taught each week and special lessons and presentations are the focus of our five shortened days.

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. In Walnut Creek, we have purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics as a part of this requirement. 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.

Textbooks		
Subject Area	Textbook Title/Publisher	Year Adopted
English-Language Arts	McDougal Littell	2002
Mathematics	Houghton Mifflin, Prentice Hall	2001
Science	Prentice Hall	2001
History-Social Science	Glencoe, Prentice Hall	2006
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Foreign Language	0%	

* This data was most recently collected and verified in September 2006.

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other		

* The school inspection date and Interim Evaluation Instrument completion date occurred in October 2006.

Facilities

During the 1996-97 school year, the Walnut Creek community approved a \$21,000,000 construction bond that resulted in the complete renovation of Walnut Creek Intermediate School during the 1997-98 school year. Air conditioning, state of the art science labs and ample classroom space are but a few of the improvements that enhanced the school's learning environment. As the result of the passage of a \$20,000,000 bond in 2002, the school has a new library, a new locker room facility, a new weight room, a modernized fire alarm system, as well as an additional pedestrian bridge connecting the two sides of campus. The old library was converted into a counseling office and staff room. The school's athletic field is being fully modernized with new drainage and irrigation, a running track, and a new softball field. Future projects include improving the student drop-off area and entry point, and court-yards on both sides of the cafeteria will be modernized including covered eating areas.

“There are many opportunities for parent involvement at WCI. Parental support is needed and highly encouraged at many levels.”

California Standards Tests

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

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, and 8 through 11 take a science test.

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/>.

Percentage of Students At Proficient or Advanced Levels									
	Walnut Creek IS			Walnut Creek SD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	69%	70%	77%	71%	72%	78%	36%	40%	42%
Mathematics	63%	66%	70%	70%	72%	77%	34%	38%	40%
Science	*	*	67%	65%	54%	67%	25%	27%	35%
History-Social Science	63%	68%	72%	63%	68%	72%	29%	32%	33%

* The science portion of the CST was administered for the first time to 8th graders in 2005-06.

CST Subgroup Results:

English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	72%	70%	67%	72%
Female	82%	71%	67%	71%
English Learners	27%	39%	15%	10%
Economically Disadvantaged	42%	42%	26%	35%
Students with Disabilities	37%	34%	20%	30%
Migrant Education Services	❖	❖	❖	❖
African American	54%	38%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	83%	85%	78%	78%
Filipino	74%	68%	❖	❖
Hispanic or Latino	54%	42%	32%	42%
Pacific Islander	❖	❖	❖	❖
White	81%	74%	70%	76%

❖ Data are reported only for numerically significant subgroups.

Instruction and Leadership

Faculty and paraprofessionals are encouraged to participate in a range of advanced training. The benefits of ongoing professional development are recognized and promoted. The School Improvement Program provides funding for staff development in the various content areas as well as in technology, students' special needs, and instructional strategies. The emphasis on continual learning contributes to an atmosphere of innovation and professional exchange. It also serves as a model, for our students, of the value of higher education.

Collaboration is a way of life for the staff at WCI; departmental and sixth grade family (team) planning begins in the summer before school starts and continues throughout the year. Sixth grade family teachers share common prep time and meet weekly to plan curriculum and assess student progress. Teachers routinely share resources and plan collaboratively. All core curriculum departments (English, math, science, and social studies) meet on a regular basis to develop and implement curriculum. During the 2004-2005 school year WCI implemented a late-start Wednesday for students to provide more time for teacher collaboration, articulation, and staff development. This was accomplished by adding time to each of the other school days in order to provide adequate instructional minutes for the year. The principal, Kevin Collins, has been a school administrator for nine years. Both vice-principals have extensive experience in administration and leadership positions.

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically 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.

Norm Referenced Tests

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 California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

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 2005-06 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Walnut Creek IS	74%	74%	83%	79%	74%	85%
Walnut Creek SD	75%	75%	77%	82%	78%	84%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	81%	86%
Female	84%	85%
English Learners	39%	50%
Economically Disadvantaged	48%	64%
Students with Disabilities	36%	48%
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	81%	97%
Filipino	71%	86%
Hispanic or Latino	60%	64%
Pacific Islander	❖	❖
White	88%	89%

❖ Data are reported only for numerically significant subgroups.

Minimum Days and Instructional Minutes

For 2005-06, Walnut Creek Intermediate School had six minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
6-8	61,834	54,000

Professional Development

All professional growth is determined by the school wide and district strategic planning process which is on-going 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 meets 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. Two meetings per month are facilitated by an instructional coach who also provides individual coaching. 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.

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 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 four 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.

Teacher Qualifications

The table below displays 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	Walnut Creek IS		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	176	54	58	59
Without Full Credential	1	3	2	1
Teaching Outside Subject Area of Competence		3	0	1
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments —assignment of employees to services positions without required certificate, credential, or other statutory authorization		3	0	1
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

NCLB-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. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	99.0%	1.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	98.0%	2.0%

Teacher Evaluations

The school principal formally evaluates the tenured teachers every other year while temporary and probationary teachers are evaluated annually in order to maintain and improve the quality of education in the district. The evaluation includes teacher research, reflection, and direct observation by the principal.

The process is tied to teacher goals and focal questions that are linked to the California Standards for the Teaching Profession and to the requirements of the California Education Code. Teachers develop and conduct data-driven research about their focal question; an example of which may be how to differentiate strategies to improve reading comprehension. Student data is reviewed during the evaluation conference so that together the principal and the teacher can examine the impact of the focal teaching strategies. A final conference takes place with the teacher and principal to review the impact of instruction on student achievement. At this time, next steps are also determined to ensure future professional growth for the teacher.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	1154.0

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.

Substitute Teachers

Walnut Creek is fortunate to have a large pool of about 80 substitute teachers, most of whom commit to work exclusively for our district and are fully credentialed. In some cases an emergency permit allows a substitute without a full credential to remain in a classroom for up to thirty consecutive days. Should a placement last longer than this amount of time, a fully credentialed teacher is placed in the position.

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)	1.0
• Psychologist	0.5
• Social Worker	0.0
• Nurse	0.0
• Speech/Language/Hearing Specialist	0.6
• Resource Specialist (non-teaching)	0.0
• Other	0.0

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 table below shows 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.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	10	10	10
Similar Schools API Rank	7	5	5

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	4	7	24	887
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	-19	33	923
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	39	41	773
Pacific Islander	❖	❖	❖	❖
White	5	10	23	902
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	15	705

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ 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/.

Adequate Yearly Progress Criteria				
	Walnut Creek IS		Walnut Creek SD	
Met Overall AYP Status	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	❖		❖	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



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. For 2005-06, 36.3% of students in the seventh grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress 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. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Walnut Creek IS	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%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 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	\$37,756	\$37,797
Mid-Range Teacher Salary	\$56,033	\$57,601
Highest Teacher Salary	\$68,920	\$71,233
Average Principal Salary	\$107,467	\$91,944
Superintendent Salary	\$149,583	\$127,179
% of Budget for Teacher Salaries	45.5%	42.1%
% of Budget for Administrative Salaries	6.2%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Walnut Creek IS	\$4,650	\$541	\$4,109	\$58,472
Walnut Creek SD			\$4,483	\$56,972
California			\$4,743	\$56,471
Percent Difference Between School Site and District			-9%	3%
Percent Difference Between School Site and State			-15%	3%

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Walnut Creek Elementary School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- 1 Reading FTE (Buena Vista)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (for 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)

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, 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 some Financial Information. All other information is provided by the school and the district office.

All data accurate as of October 5, 2006.

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