

Winton Elementary School District

Winton Middle School

School Accountability Report Card

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

Principal's Message

Winton Middle School is one of three schools in the Winton School District. It is a rural school that services grades sixth through eighth. Winton Middle School students are challenged with a curriculum that is aligned with the state standards and we expect students to work diligently to show mastery on each standard.

The overall vision of WMS is to have all students performing at or above proficient levels in the educational cornerstones, reading and mathematics, by the year 2008, while at the same time closing the achievement gaps of students of different genders or minority groups, students who are English language learners, are economically disadvantaged and students who have a disability.

It is our belief that every child can be successful and the goal of the faculty and staff is to prepare our students for high school and beyond. We work hard to help our students achieve and we believe in celebrating the cultural diversity of our students.

WE ARE WINTON MIDDLE SCHOOL, HOME OF THE SCREAMING EAGLES!

Tom Parker, Principal

Parental Involvement

We strongly encourage parents to take an active role in school academics and activities. We recognize how crucial parent involvement is to student success. A successful school is one in which parents are active members of the school community.

Don't be put off by the fact that your child has more than one teacher with whom you must get acquainted. Admittedly, getting to know teachers was much easier at the elementary-school level, where your child interacted with fewer teachers during the course of a day. However, the fact that your child now has classes with three or more teachers shouldn't deter you. Each teacher at WMS has a vested interest in your child's success and each welcomes your involvement.

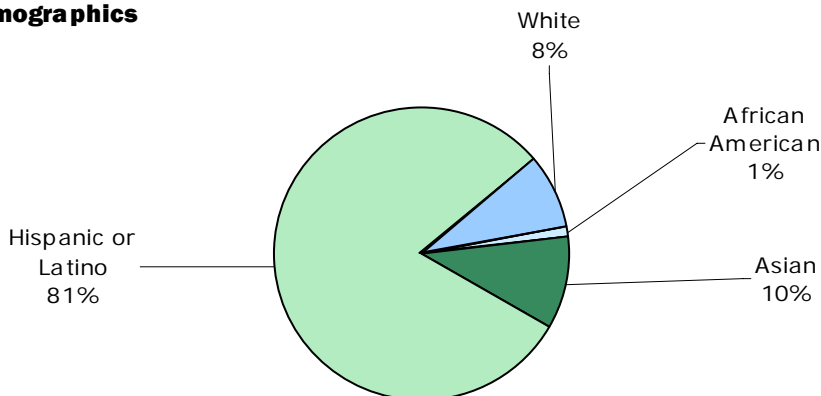
Don't take "I don't know" for an answer. The all time classic response that children give when asked "What happened at school today?" is, "I don't know." As a parent, don't settle for this answer. By spending five or ten minutes each day talking to your child about what he or she studied at school, you will not only be more informed about your child's education, but will also encourage your child to be more thoughtful and reflective about his or her own learning.

For more information on how to become involved, contact Tom Parker, Principal, at (209) 357-6189.

Enrollment and Demographics

The total enrollment was 634 students for the 2005-2006 school year.

Demographics



Michael E. Crass
Superintendent

Tom Parker
Principal

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Winton Elementary School District Mission Statement

To prepare all students to become responsible members of a democratic society

Winton Middle School Philosophy

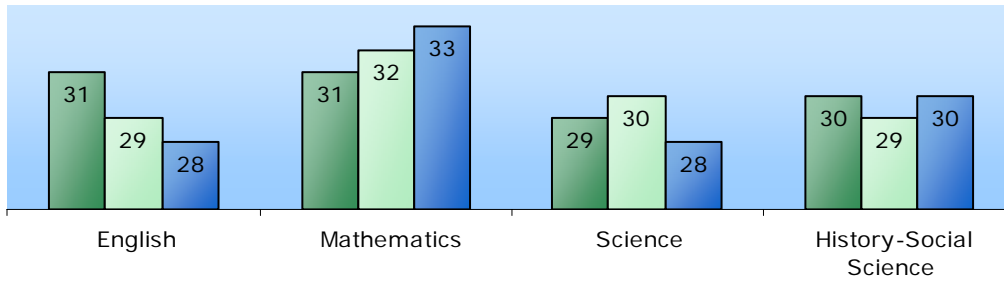
Winton Middle School will provide a positive and safe learning environment where all students will be given equal opportunity to achieve maximum academic, social, and physical growth according to state and district guidelines.

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	3	34	19	6	29	10	4	43	2
Mathematics		10	9		18	18		12	24
Science	3	12	4	1	11	6	2	14	2
History-Social Science	3	10	6		10	3	1	12	5

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	✓	

* This data was most recently collected and verified in October, 2005.

Minimum Days and Instructional Minutes

For 2005-06, Winton Middle School had 10 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	62,678	54,000

Facilities

The relatively new campus of WMS is very pleasant and extremely well maintained. The architectural features of the buildings blend well with the landscape. There are three wings of permanent classrooms and two wings of portable classrooms, of which, one wing is new. A large amphitheatre, surrounded by sidewalks and new benches, serves as the center of the campus. The multi-use room, known as the "Eagle Dome", is utilized as a gymnasium, a cafeteria and an auditorium. The administrative offices are adjoined to the Eagle Dome. The band room is also housed here and is home to an award winning marching band. The WMS Media Center (library) has blossomed to nearly 25,000 books; there are also approximately 20 computers available for student use. The computer lab, located in the 400 wing, has approximately 36 new DELL computers and a full-time technician to keep the computers running smoothly. All computers on campus are equipped with Office 2000 word processing software. Students have access to the lab at lunch recess and after school for research and word-processing purposes.

Winton Middle School has 26 regular classrooms, a science labs, a library, a computer lab, a multipurpose room, and two special education rooms. The design capacity of the school is 650 students. There were seven portables used during the 2006-2007 school year to meet the needs of our student enrollment. Athletic facilities include playground, 12 basketball courts, 12 tetherball areas, one baseball field, one softball field, a soccer field, an indoor and an outdoor volleyball court, and a track. The school was built in 1993. We have added seven permanent classrooms in the north wing of WMS.

Textbooks and Instructional Materials

The textbooks and instructional materials are selected from the most recent state-approved or Winton School District Board approved list. Textbooks are adopted based on the state cycles. Each school site forms a textbook committee and uses a matrix to select the textbook/instructional materials. Each site recommends textbooks and/or instructional materials for their site to the Winton School District Board.

Textbooks			
Subject Area	Textbook Title	Grades	Year Adopted
English/Language Arts	Houghton Mifflin	6-8	2003
Literature	Holt, Reinhart and Winston	6-8	2002
Language Arts	Holt, Reinhart and Winston	6-8	2002
Language	Holt, Reinhart and Winston	6-8	2002
English Language Development	Hampton Brown High Point-4 levels	6-8	2002
Mathematics	Pearson Scott Foresman	6	2002
Mathematics	Pearson Scott Foresman; Prentice Hall	7	2002
Mathematics	Pearson Scott Foresman; Prentice Hall	8	2002
Science	Pearson Scott Foresman; Prentice Hall	6-8	✘
History-Social Science	Holt, Rinehart, and Winston	6-8	2005
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%	
Health		0%	

* This data was most recently collected and verified in August, 2005.

✘ The State Board of Education approved this 1993 edition science textbook but Winton Middle School uses this edition of the textbook because it is instructionally superior to the newer version.

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						
	Winton MS			Winton ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.356	0.352	0.369	0.144	0.175	0.177
Expulsion Rate	0.007	0.003	0.000	0.002	0.002	0.002

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	634.0

Special Services and Support Personnel

The Direct Instruction Learning Lab services all of our special education students and those students needing help that meet certain specific criteria. In room 407, 18 I-Mac computers are used for research by the special education students. An Intervention Class for seventh and eighth grade students is also available for students who need an alternative classroom setting. In addition, Extended Day and Saturday School programs provide numerous opportunities for homework help and "F" makeup. This is our second year of funding for a Miller Unruh teacher. In addition WMS has received a State "Gear Up" grant. The "Gear Up" program focuses on the continued education with emphasis on the college level for current 8th grade students.

A safe, healthy and positive school environment would not be possible without support personnel. WMS has a school nurse, a nurse's aide, two bilingual P.E. aides, a media center aide, a Responsibility Center supervisor, five project teachers and instructional aides. The attendance secretary, community liaison and office manager ensure that the school operates smoothly and efficiently.

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)	0.00
• Library Media Services Staff (paraprofessional)	1.00
• Psychologist	0.33
• Social Worker	0.00
• Nurse	0.00
• Speech/Language/Hearing Specialist	0.00
• Resource Specialist (non-teaching)	0.00
• Other	0.00

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									
	Winton MS			Winton ESD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	19%	23%	24%	20%	23%	25%	36%	40%	42%
Mathematics	25%	29%	27%	24%	30%	30%	34%	38%	40%
Science	*	*	20%	3%	3%	13%	25%	27%	35%
History-Social Science	6%	11%	15%	6%	11%	15%	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	24%	28%	28%	20%
Female	29%	29%	14%	12%
English Learners	10%	12%	4%	1%
Economically Disadvantaged	26%	28%	20%	15%
Students with Disabilities	23%	21%	0%	0%
Migrant Education Services	❖	❖	❖	❖
African American	25%	17%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	30%	40%	20%	25%
Filipino	❖	❖	❖	❖
Hispanic or Latino	24%	26%	19%	13%
Pacific Islander	❖	❖	❖	❖
White	44%	40%	❖	❖

❖ Data are reported only for numerically significant subgroups.

Instruction and Leadership

The teachers of WMS share with their students a wealth of knowledge in many different subject areas. Each highly qualified teacher employs a variety of methods in teaching their students. The materials and textbooks that are used for instructional purposes are aligned to the state frameworks. All supplementary materials have been correlated as well. Individual teachers monitor their students' grades and contact parents when children may possibly earn a failing grade.

Teachers meet by subject area and grade level to ensure that members of departments are well informed and to share ideas and materials. Experienced teachers assist and support new teachers throughout the school year.

Through the Target Teach program, two benchmark tests were developed for reading and math on each grade level. These tests are given periodically throughout the year to measure students' level and mastery of the state standards. The benchmark tests make students aware that they have a responsibility to make every effort to actively acquire the knowledge and skills necessary for mastery of these standards. They are rewarded for achievement and for growth on the benchmark test. Students are extremely motivated and our state test scores are improving. We are working diligently to continue to improve our scores and to prepare our students for high school and beyond.

Tom Parker has been principal of Winton Middle School since 2006, and has many years of experience in education.

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.

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
Winton MS	25%	23%	27%	37%	36%	42%
Winton ESD	23%	26%	27%	36%	42%	41%
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	23%	38%
Female	32%	46%
English Learners	11%	20%
Economically Disadvantaged	27%	42%
Students with Disabilities	6%	6%
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	29%	47%
Filipino	❖	❖
Hispanic or Latino	25%	40%
Pacific Islander	❖	❖
White	64%	64%

❖ Data are reported only for numerically significant subgroups.

School Safety

Every effort is made to ensure the safety of the students, faculty and staff of Winton Middle School. The schoolwide Safety Plan has been implemented, fire escape routes are clearly posted, and fire drills are held on a monthly basis. In case of a serious occurrence, a lock-down procedure is put into place, and it is practiced randomly throughout the year. All safety concerns are immediately presented to administrators and dealt with promptly. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2005.

Positive Learning Environment

In order to provide a safe and positive learning environment, students are taught tolerance and encouraged to appreciate the cultural diversity of our school. A clear, consistent, and fair discipline plan is established so that all students may benefit from a classroom environment that is free from disruption and a campus that is secure and safe.

Faculty and staff employ positive discipline techniques with students and encourage them in all academic aspects, as well as extra-curricular activities. Students are expected to be respectful at all times, to be responsible for their actions and to show regard to others.

Other Measures of Student Achievement

Aside from CAT6, SABE, and CELDT testing, students are assessed two times throughout the year in reading and math with benchmark tests. These assessments and benchmarks indicate how well the students are mastering the state standards. Teachers may also use tests, quizzes, reports, projects, demonstrations, cooperative assignments, homework, and other forms of authentic assessment for evaluation purposes.

Parent conference week is held during the first semester and a report card night is held during the second semester. The WMS grade reporting is conducted on a semester system. This system has progress reports at the mid-point of the semesters. Between the progress reports, there are "D" and "F" notices. The semester grades are final and are used for eligibility requirements.



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				
	Winton ESD	Winton MS		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	87	20	21	23
Without Full Credential	4	9	10	4
Teaching Outside Subject Area of Competence		2	1	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		1	1	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	1	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	83.3%	16.7%
All Schools in District	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	0.0%	0.0%

Professional Development

We have two days of mandatory professional development, three days of voluntary staff development, 5 days of Reading First training for all K-5 teachers, plus many additional days of individual/group opportunities to attend conferences and special trainings.

The district has available PAR team and assist and pays for teachers to complete training to become Highly Qualified and have CLAD equivalency.

Teachers are required by the state of California to take 6 units or complete 500 hours to renew their credential every five years. The salary schedule is set up so that for each additional 15 units the teachers move into a higher salary column. At one school all teachers have their picture posted and degree or degrees listed underneath. All new teachers are encouraged to complete all training so they can receive a clear credential from the state of California CTC.

Each school is engaged in site-based management and determines the areas of staff development based on analysis of data in conjunction with their Site Councils and SELAC committees. All sites do one day of staff development on working with English Learners. All K-5 sites do five days of Reading First training. All sites have grade level and/or subject level meetings.

For the previous three school years, we had eight days each year dedicated to staff and professional development.

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.

Teacher Evaluations

Our dedicated teachers are evaluated annually using rubrics in several different performance areas. These include instruction competence, classroom management, interpersonal relationships and adjunct duties. During the 2002-2003 school year, teachers participated in eight different staff development days. These days included SDAIE trainings, Target Teach in-services and Direct Instruction in-services. There are thirty teachers at WMS. Twenty-four are fully credentialed and teaching in their subject areas. We do not have any teachers teaching outside of their subject areas and only two hold emergency credentials. Our other five teachers are bilingual support teachers. WMS has 30 credentialed teachers, 19 of those teachers have their CLAD and 5 teachers have their BCLAD.

“A successful school is one in which parents are active members of the school community.”

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 <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	3	4	3
Similar Schools API Rank	10	9	9

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	27	4	3	657
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	25	7	-1	647
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Socioeconomically Disadvantaged	27	4	3	657
English Learners	✦	✦	13	623
Students with Disabilities	✦	✦	❖	❖

✦ 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				
	Winton MS		Winton ESD	
Met Overall AYP Status	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	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, data is not yet available. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

Substitute Teachers

The district provides a list of substitutes that they use on a regular basis. The substitutes that we use know the routines of the schools and are familiar with both teachers and students. Some substitutes are retired teachers from our district.

All substitutes are registered and certified through the Merced County Office of Education. They must have passed the CBEST test, have at least 90 college units, pass a criminal background check, and have at least a 30-day emergency teaching certificate.

The regular local list of substitutes meets the needs of our district for most of the year. If we have additional need beyond our regular local substitutes, we will draw from the county list of substitutes.

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		
	Winton MS	Winton ESD
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2006-2007	◆
Year in Program Improvement	Year 1	◆
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		66.67

◆ 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	Winton ESD	Similar Sized District
Beginning Teacher Salary	\$34,509	\$37,797
Mid-Range Teacher Salary	\$50,672	\$57,601
Highest Teacher Salary	\$71,168	\$71,233
Average Principal Salary	\$90,748	\$91,944
Superintendent Salary	\$126,973	\$127,179
% of Budget for Teacher Salaries	41.2%	42.1%
% of Budget for Administrative Salaries	8.2%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Winton MS	\$7,055	\$3,039	\$4,015	\$55,400
Winton ESD			\$4,958	\$51,313
California			\$4,743	\$56,471
Percent Difference Between School Site and District			-23%	7%
Percent Difference Between School Site and State			-18%	-2%

Types of Services Funded

- Title I
- Title II
- Title V
- Title VI
- GATE
- ELD Services
- Reading 1st
- 21st Century Learning Center
- Accelerated Math
- Pentathlon
- Spelling Bee
- Nell Soto Grant
- Intervention Class
- AVID Class
- Special Day Class
- Gear-Up
- BTSA
- Community Liaison
- EIA
- SBCP
- 6th Grade Outdoor Camp
- Parent Institute for Quality Education
- Peer Assistance and Review
- RSP Services

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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