



## Henry Ford Elementary School

**Lynne Griffiths, Principal**

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(650) 368-2981

### Redwood City School District

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### District Administration

**Jan Christensen**  
*Superintendent of Schools*

### 2010-11 Board of Education

- Alisa MacAvoy **President**
- Hilary Paulson **Vice President**
- Shelly Masur **Clerk**
- Maria Diaz-Slocum **Member**
- Dennis McBride **Member**

### 2009-10 Board of Education

- Dennis McBride **President**
- Alisa MacAvoy **Vice President**
- Hilary Paulson **Clerk**
- Shelly Masur **Member**
- Maria Diaz-Slocum **Member**

### RCSD

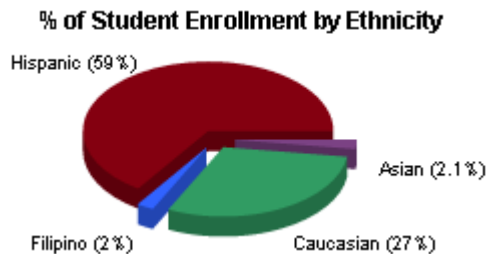
### Mission Statement

*"Educating every child for success."*

### School Profile

Henry Ford School is one of 16 schools in the Redwood City School District. Henry Ford School is committed to a school wide focus on literacy as the foundation of all learning. Henry Ford is unique in the Redwood City School District as a true neighborhood school that celebrates the diversity of its kindergarten through fifth grade students. Henry Ford strives to create an atmosphere of academic excellence in a safe and nurturing environment for all students. The staff has created a Professional Learning Community (PLC) that focuses on learning, collaboration and results. The teachers are well trained and experienced in differentiating instruction so that all students have the knowledge and skills to reach their potential. The mission of Henry Ford School is to teach and inspire all children to read, write, think critically, listen and speak well, apply scientific and mathematical concepts and appreciate the arts. The school community also provides a safe environment to teach the life skills necessary for students to become responsible members of society. Henry Ford welcomes parent and community involvement in support of this mission.

During the 2009-10 school-year, a total of 477 students were enrolled at Henry Ford Elementary School. The 2009-10 student population consisted of 59% 'Socioeconomically Disadvantaged,' 37% 'English Learners,' and 16% 'Students with Disabilities.' Additional student body demographics are illustrated below:



### District and Community Profile

Located about halfway between San Francisco and San Jose, Redwood City schools are part of a vibrant, historic, culturally rich community that enjoys a charming downtown, scenic mountain vistas to the west and San Francisco Bay shoreline to the east. The district's 16 schools benefit from the involvement of active community members who donate time and resources to ensure that students receive a premier education in well-maintained, modern facilities. Redwood City schools are a vital and active participant in the community, enjoying strong partnerships with the city's Parks and Recreation Department, the Public Library and many other organizations providing services and benefits to the youth of Redwood City.

The Redwood City School District aims to be a premier California school district, and believes that children learn and succeed:

- in a safe environment with challenging and enriching instruction.
- when all students and staff are held to high expectations.
- when each of us supports their intellectual, physical, social and emotional development.
- when they have caring adults in their lives.
- in a community that respects diverse backgrounds and treats everyone equitably.
- when their ideas and involvement are encouraged and respected.
- when families actively support their learning.
- when we work in partnership with families and community.
- when all employees are highly qualified, valued and respected.
- when each of us acts on the conviction that every child can and will learn.

## District And Community Profile (continued)

Test scores have been steadily rising in the Redwood City School District. We are proud of the progress we have been making, and have taken strong steps to accelerate the gains. In early 2007, the Redwood City School District put in place an Achievement Plan aimed at assuring high achievement for all students, regardless of background. Key components of the plan include:

- Teacher training.
- Use of state-adopted and research-proven curriculum and instructional strategies.
- Dedicated blocks of time for reading, writing, math, social studies and science.

Targeted instructional groupings (TIG), where students receive differentiated instructions tailored to their specific needs (for example, English Language Development for English Learners, Reading Intervention for students reading below grade level, and Enrichment for students who are working at or above grade level.)

## Opportunities for Parent Involvement

Parents play an important role at Henry Ford School through active participation and involvement in the School Site Council, Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and other activity specific committees. Parents are encouraged to help at school events such as Movie Nights, Fall Fiesta, Pasta Dinner, Book Fair and to volunteer in their child's classroom.

Henry Ford School is proud of the strong support it receives from its community neighbors such as Lucky's, Wells Fargo, and Pizza Hut.

Parents who wish to participate in Henry Ford School's committees and activities, or to become a volunteer may contact the school at (650) 368-2981, or visit the school's website at [www.rcsdk8.net/henryford](http://www.rcsdk8.net/henryford)

## Contact Information

Parents who wish to participate in Henry Ford Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Lynne Griffiths at (650) 368-2981.

## Average Class Size and Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class Size Distribution												
	Average Class Size			Number of Classrooms								
				1-20			21-32			33+		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>K</b>	18.5	20.0	20.75	4	4	2	0	0	2	0	0	
<b>1st</b>	19.8	18.8	25	4	4	0	0	0	3	0	0	0
<b>2nd</b>	20.0	18.2	25.3	4	5	0	0	0	3	0	0	0
<b>3rd</b>	17.5	17.5	86	4	4	0	0	0	3	0	0	0
<b>4th</b>	29.0	23.7	24.6	0	0	0	2	3	3	0	0	0
<b>5th</b>	24.3	28.5	24.3	0	0	0	3	2	3	0	0	0
<b>6th</b>	0.0	0.0		0	0		0	0		0	0	
<b>K-3</b>	16.0	0.0		1	0		0	0		0	0	
<b>3-4</b>	0.0	0.0		0	0	0	0	0		0	0	
<b>4-8</b>	0.0	0.0		0	0		0	0		0	0	

## School Safety Plan

The School Site Safety plan is reviewed and evaluated annually by the School Site Council. Revisions to the Safety Plan are communicated to all staff members. Key elements of the safety plan include disaster preparedness, the safety of students and staff on campus and character education. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire and disaster drills are conducted on a regular basis throughout the school year.

Safety of students and staff is a primary concern of Henry Ford School. To ensure student safety, supervision is provided on campus throughout the school day. Teachers, support staff and administration supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and receive prior authorization for classroom visits. Henry Ford in conjunction with the Peninsula Conflict Resolution Center trains some of its fourth and fifth grade students in conflict resolution. These students become Conflict Managers on the yard and assist other students in peacefully resolving playground conflicts using words.

## School Climate

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	Suspensions and Expulsions					
	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspension(s)</b>	1.3	2.9	1.7	11.2	6.4	6.3
<b>Expulsion(s)</b>	0.0	0.0	0.0	0.3	0.1	0.2

## School Facilities

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Henry Ford School was originally constructed in 1954, and is currently comprised of 26 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, an upper-grade playground, a Kindergarten play area, a play field, and the administrative/support offices.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included the addition of five new classrooms, one reclaimed classroom, and a new library/media center, cafeteria/ multipurpose room, and administrative support center. Measure B projects have been completed at variable times over the past three years and have included: construction of a new play field; roofing and sidewalk replacements; installation of energy efficient lighting and walkway coverings; resurfacing of the parking lot, playgrounds, and various walkways; replacing of window coverings; addition of fencing to Kindergarten play area; and campus-wide American Disabilities Act (ADA) improvements.

## School Facility Good Repair Status

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status					
Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Replace motor in FAU, Room 18
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Repair Roof, Portable.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## Teachers

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credentials				
	2007-08	2008-09	2009-10	District
<b>With Full Credential</b>	26	26	22	305
<b>Without Full Credential</b>	1	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	4	0	0
<b>Total Teacher Misassignments</b>	4	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three to five annual staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2009-2010 school year included: Writing Strategy Training, Write Tools, FOSS science kit training, Response to Intervention training, MacMillan Math training and Reading Assessment training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

## Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.9	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)	0	---
Other	0.7	---

## Curriculum and Instructional Materials

At Redwood City Elementary School District, all students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

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Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2010-2011 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by the Assistant Superintendent of Curriculum and Instruction. The final textbook selections for grades K-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2010 District Textbook Audit, in regards to student editions in use at Henry Ford School during the current school year (2010-11).

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009	0	
<b>Mathematics</b>	Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, Kindergarten through 6th grade – State Approved, Board Adopted in 2009	0	
<b>Science</b>	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008	0	
<b>History-Social Science</b>	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted in 2006	0	
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			

### School Finances

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	8,524	3,310	5,215	70,141
<b>District</b>	---	---	5,157	67,951
<b>Percent Difference – School Site and District</b>	---	---	3	1
<b>State</b>	---	---	5,681	68,212
<b>Percent Difference – School Site and State</b>	---	---	14	6

### Types of Services Funded (Fiscal Year 2009-10)

#### Federal Funding

Medi-Cal Billing Option  
 Title I: Basic Grants Low Income  
 Title I: Even Start  
 Title I: Even Start Migrant Education  
 Title I: Migrant Education  
 Title I: Part B (3) Even Start  
 Title II: Part A Teacher Quality  
 Title II: Part D Enhancing Education Through Technology  
 Title II: Principal Training  
 Title III: Immigrant Education Program  
 Title III: Limited English Proficiency  
 Title IV: Drug Free Schools  
 Title VI: Part A Innovative Education Strategies

#### State Funding

AB825 Beginning Teacher Support And Assessment ("BTSA")  
 AB825 Instructional Time and Staff Development Reform  
 AB825 School Improvement Program ("SIP")  
 Arts and Music Block Grant  
 California Instructional School Garden ("CISG")  
 Community Based English Tutoring Program  
 Economic Impact Aid ("LEP")  
 Economic Impact Aid ("SCE")  
 English Language Acquisition Program ("ELAP")  
 Gifted & Talented Education ("GATE")  
 Instructional Material Fund Realignment Program  
 Instructional Material, Library Material & Educational Technology  
 Lottery: Instructional Materials  
 National Board Certified Teacher  
 Peer Assistance & Review Program ("PAR")  
 School Safety & Violence Prevention  
 Site Discretionary Block Grant  
 Staff Development-Math & Reading (AB 472)  
 Supplies and Equipment Block Grant  
 Targeted Instructional Improvement Block Grant  
 Teacher Recruitment & Retention  
 Tobacco-Use Prevention Education ("TUPE" 4-8)

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,879	41,988
Mid-Range Teacher Salary	67,133	68,649
Highest Teacher Salary	85,395	87,156
Average Principal Salary (Elementary)	112,619	109,026
Average Principal Salary (Middle)	112,619	112,489
Superintendent Salary	170,000	181,890
Percent of Budget for Teacher Salaries	40.8	42.5
Percent of Budget for Administrative Salaries	7.1	5.5

## California Standards Test (CST)

California Standards Tests (CSTs) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the State. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov>.

## CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *To protect student privacy, scores are not shown (\*) when the number of students tested is 10 or less.*

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	46	58	58	45	48	48	46	50	52
Mathematics	61	74	74	52	55	55	43	46	48
Science	33	53	53	43	48	48	46	50	54
History-Social Science	0	0	0	30	35	35	36	41	44

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. *To protect student privacy, scores are not shown (\*) when the number of students tested is 10 or less.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	58	75	50	
Female	58	74	56	
Black or African American	53	82	*	
American Indian or Alaska Native				
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	49	67	44	
Native Hawaiian/Pacific Islander	*	*	*	
White	75	87	71	
Two or More Races	*	*	*	
Socioeconomically Disadvantaged	47	68	38	
English Learners	34	59	24	
Students with Disabilities	44	54	*	
Students Receiving Migrant Education Services	*	*	*	

## Physical Fitness Testing

In the spring of each year, California schools are required to administer a physical fitness test to all students in the fifth, seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet the standards all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

Percent of Students Meeting Fitness Standards			
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	Not Available from CDE	Not Available from CDE	Not Available from CDE

## Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

## API Ranks - Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank			
	2007	2008	2009
Statewide	6	5	6
Similar Schools	6	7	9

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	20	33	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	48	30
Native Hawaiian/Pacific Islander			
White	22	20	28
Two or More Races			
Socioeconomically Disadvantaged	39	48	23
English Learners	49	43	18
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	832	763	767
Black or African American		762	686
American Indian or Alaska Native			728
Asian		923	890
Filipino			851
Hispanic or Latino	794	713	715
Native Hawaiian/Pacific Islander		687	753
White	897	904	838
Two or More Races			808
Socioeconomically Disadvantaged	790	701	712
English Learners	770	681	692
Students with Disabilities		596	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	52.9

### DataQuest and Access to the Internet

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.