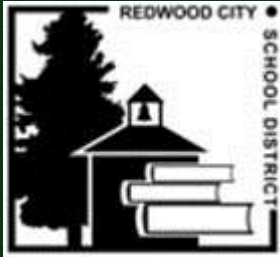


Henry Ford

2498 Massachusetts Ave. • Redwood City, CA 94061 • (650) 368-2981 • Grades K-5
Lynne Griffiths, Principal
lgriffiths@rcsdk8.net

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Redwood City School District

750 Bradford Street
Redwood City, CA 9406
(650) 482-2200
www.rcsdk8.net

District Governing Board

Alisa MacAvoy, President
Hilary Paulson, Vice President
María Díaz-Slocum, Clerk
Dennis McBride, Member
Janet Lawson, Member

District Administration

Dr. John Baker
Superintendent
Dr. Linda Montes
**Executive Director, Educational
Services, Grades TK-5**
Wendy Kelly
**Executive Director, Educational
Services, Grades 6-8**
Wael Saleh
Chief Business Official
Leslie Crane
Director of Human Resources

School Profile

Henry Ford School is a neighborhood school that provides a safe and enriching environment for all students. We strive to create an atmosphere of academic excellence in a safe and nurturing environment for all students with a highly trained teaching staff that provides varied and individualized approaches to 21st learning for students of all backgrounds, languages, and cultures. Our teachers are well trained and experienced in differentiating instruction so that all students have the knowledge and skills to reach their potential. Differentiated instruction involves providing different students with individual avenues to learning (often in the same classroom) for acquiring content; processing, constructing, or making sense of ideas; so that all students can learn effectively and be successful, regardless of their differences. We continue our growth as a Professional Learning Community based on the work of the DuFours. The goals of a Professional Learning Community (PLC) are a focus on learning, collaboration and results as we believe the key to student learning is ongoing adult learning.

On any given day, Henry Ford School students are moving and exercising their bodies in physical education classes, learning ethics and kindness in our character education program, developing their artistic and creative skills in Art in Action and our music programs, diving into new ideas and exciting stories through our well-stocked library or with Chrome books and Ipads. In addition to art, chess and sports after school, we have the REACH program from Redwood City Parks, Recreation that offers students afterschool enrichment. Our school community thrives and families connect at our annual Fall Fiesta, Field Day and our fabulous end of the year Pasta Dinner. For these reasons and more, we invite you to meet, choose and love Henry Ford School.

Our commitment is to address and fulfill the needs of each of our students by providing the academic, social, and emotional supports that are essential to the development of a child's potential. Together—through home, school and the community—we support our students to successfully meet today's challenges and to prepare for tomorrow.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (650) 368-2981 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	88
Grade 2	79
Grade 3	57
Grade 4	56
Grade 5	59
Total Enrollment	426

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
Asian	2.8
Filipino	1.6
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	2.3
White	27.9
Two or More Races	4
Socioeconomically Disadvantaged	56.1
English Learners	36.2
Students with Disabilities	11.3
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Henry Ford	13-14	14-15	15-16
With Full Credential	21	19	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Redwood City School District	13-14	14-15	15-16
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Henry Ford	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.6
High-Poverty Schools	99.5	0.5
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

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 2015-2016 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 Executive Directors of Educational Services. The final textbook selections for grades TK-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 2015 District Textbook Audit, in regards to student editions in use at Henry Ford School during the current school year (2015-16).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014 Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year) Year and month in which data were collected: August 10, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 12, ball container blocks return air register. WO 19750 to be completed by 1-13-12. MUB, bolts loose on grease trap. WO 19771 completed 8-15-11.
Interior: Interior Surfaces		X		Rooms 4,12,13,17,18,22 and 26 remove old pencil sharpeners. WO 19736 completed 8-12-11. Room 6, re-attach 2 ceiling tiles. WO 19741 completed 8-12-11. Room 7, patch holes in wall. WO 19742 completed 8-15-11. Room 13, wardrobe closet doors need cleaning. WO 19754 to be completed by 1-13-12. Room 15, 5 coat hooks missing. WO 19756 completed 12-14-11. Room 18, Hinge loose on cabinet door. WO 19761 completed 8-26-11. Boys' RR by Room 18, replace paper towel dispenser. WO 19764 completed 8-12-11.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No issues
Electrical: Electrical	X			Room 1, slide light collar back up. WO 19734 completed 8-19-11 Room 2, electrical sub panel in storage blocked. WO 19733 to be completed by 1-13-12. Main Office, re-install wire mold cover on CCTV WO 19745 completed 8-16-11.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls' RR by Room 9, replace TP dispenser. WO 19744 completed 8-12-11. Room 5, bubbler has too much pressure. WO 19739 completed 8-12-11. Main Office, check hot water in restrooms. WO 19746 completed 8-12-11.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 10, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Staff Room, daisy chained surge protectors @ printer. WO 19747 completed 8-10-11. Staff Room, multi-plug extension cord not allowed. WO 19746 to be completed by 1-13-12. Room 12, plug in air freshener not allowed. WO 19751 to be completed by 1-13-12. Room 20, plug in air freshener not allowed. WO 19766 to be completed by 1-13-12. Room 20, daisy chained surge protectors @ teacher desk. WO 19767 to be completed by 1-13-12.
Structural: Structural Damage, Roofs	X			No Issues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 16, exterior door sweep is loose. WO 19757 completed 8-26-11. Girls' RR by Room 18, new signage needed. WO 19762 to be completed by 1-13-12. Boys' RR by Room 18, new signage needed, WO 19763 to be completed by 1-13-12. Room 19, exterior door does not close properly. WO 19765 completed 8-12-11.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	45	39	44
Math	38	31	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	56	59	53	52	55	49	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.60	31.00	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	53
Male	46
Female	60
Asian	--
Filipino	--
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	57
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	13
Students with Disabilities	55
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	55	52	94.5	17	31	29	23
	4	57	57	100.0	30	23	25	21
	5	59	57	96.6	19	39	33	5
Male	3		25	45.5	20	20	36	24
	4		29	50.9	31	21	21	28
	5		28	47.5	29	39	25	4
Female	3		27	49.1	15	41	22	22
	4		28	49.1	29	25	29	14
	5		29	49.2	10	38	41	7
Black or African American	3		2	3.6	--	--	--	--
	4		2	3.5	--	--	--	--
Asian	4		1	1.8	--	--	--	--
	5		1	1.7	--	--	--	--
Filipino	3		2	3.6	--	--	--	--
	4		1	1.8	--	--	--	--
	5		3	5.1	--	--	--	--
Hispanic or Latino	3		34	61.8	21	41	29	9
	4		39	68.4	31	28	31	10
	5		36	61.0	22	36	42	0
Native Hawaiian or Pacific Islander	4		2	3.5	--	--	--	--
	5		1	1.7	--	--	--	--
White	3		13	23.6	8	15	38	38
	4		11	19.3	36	0	18	45
	5		14	23.7	21	43	21	14

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		1	1.8	--	--	--	--
	4		1	1.8	--	--	--	--
	5		2	3.4	--	--	--	--
Socioeconomically Disadvantaged	3		29	52.7	24	41	31	3
	4		36	63.2	36	28	25	11
	5		36	61.0	19	42	33	6
English Learners	3		26	47.3	27	42	23	8
	4		18	31.6	56	22	22	0
	5		15	25.4	27	53	13	0
Students with Disabilities	3		4	7.3	--	--	--	--
	4		10	17.5	--	--	--	--
	5		7	11.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	55	53	96.4	23	23	49	6
	4	57	57	100.0	25	44	23	9
	5	59	57	96.6	35	37	19	9
Male	3		25	45.5	20	8	64	8
	4		29	50.9	21	41	31	7
	5		28	47.5	43	25	21	11
Female	3		28	50.9	25	36	36	4
	4		28	49.1	29	46	14	11
	5		29	49.2	28	48	17	7
Black or African American	3		2	3.6	--	--	--	--
	4		2	3.5	--	--	--	--
Asian	4		1	1.8	--	--	--	--
	5		1	1.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		2	3.6	--	--	--	--
	4		1	1.8	--	--	--	--
	5		3	5.1	--	--	--	--
Hispanic or Latino	3		34	61.8	32	21	44	3
	4		39	68.4	28	46	18	8
	5		36	61.0	36	39	19	6
Native Hawaiian or Pacific Islander	4		2	3.5	--	--	--	--
	5		1	1.7	--	--	--	--
White	3		14	25.5	7	29	57	7
	4		11	19.3	9	45	36	9
	5		14	23.7	36	43	14	7
Two or More Races	3		1	1.8	--	--	--	--
	4		1	1.8	--	--	--	--
	5		2	3.4	--	--	--	--
Socioeconomically Disadvantaged	3		29	52.7	31	28	41	0
	4		36	63.2	31	50	11	8
	5		36	61.0	31	42	19	8
English Learners	3		27	49.1	37	22	37	4
	4		18	31.6	50	39	11	0
	5		15	25.4	53	33	13	0
Students with Disabilities	3		4	7.3	--	--	--	--
	4		10	17.5	--	--	--	--
	5		7	11.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental 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 the Fall Fiesta, Pasta Dinner, Book Fair and to volunteer in their child's classroom with gardening, Art in Action or other classroom activities.

Henry Ford School is proud of the strong support it receives from its community neighbors such as Lucky's, Wells Fargo, Woodside Deli and Rosita's Taco Stop

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.rcsd.k8.net/henryford

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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 trains some of its fourth and fifth grade students in conflict resolution in conjunction with the Peninsula Conflict Resolution Center. These students become Conflict Managers on the yard and assist other students in peacefully resolving playground conflicts using words. The school uses ECS Bully Prevention in Positive Behavior Support to reduce bullying incidents.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.04	1.14	0.67
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	22	24		1	1	3	3	3			
1	24	28	28				3	2	3			
2	23	28	25				3	3	3			
3	28	29	29				2	2	2			
4	28	24	28				3	2	2			
5	22	27	30				2	3	2			
Other	12			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	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	0.5
Resource Specialist	1.0
Other	0.7
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

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 staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

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

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,415	\$43,091
Mid-Range Teacher Salary	\$69,483	\$70,247
Highest Teacher Salary	\$88,384	\$89,152
Average Principal Salary (ES)	\$119,441	\$112,492
Average Principal Salary (MS)	\$119,441	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,390	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

FEDERAL:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core

DataQuest

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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 may 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9562.308998	3628.445527	5933.863471	74570.0975
District	♦	♦	\$5,150	\$70,822
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			6.4	2.9
Percent Difference: School Site/ State			-1.0	3.2

* Cells with ♦ do not require data.