

School Accountability Report Card

Issued Spring 2015 for Academic Year 2013–14

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), the district is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Iftin Charter School

5465 El Cajon Blvd, San Diego, CA 92115
Phone: (619) 265-2411 • E-mail: hori@iftincharter.org

Web: www.iftincharter.org

CDS Code: 37-68338-0108548

Ali Hori, Principal

School Description and Mission Statement

Iftin Charter School's mission is simple: Enlightenment through academic rigor, cultural literacy, and compassion. Iftin Charter School (ICS) is a caring-centered K–8 school that involves members of students' families and communities as partners in the circle of education. ICS draws on the strengths of the surrounding community to assist our families in finding the services and supports needed for their children to become contributing members of our community.

ICS finds itself uniquely equipped to meet the needs of newcomers to American society, as many immigrants are involving themselves in the process of creating and supporting the school. This places the school in a strategic position to facilitate and accelerate the transition from immigrant to integrated and contributing member of society. Through emphasizing English language acquisition and the cultural values of freedom, responsibility, and productivity we hope to improve our students' chances for success in academics and all other aspects of their lives.

Contents

Data and Access.....	2
About This School.....	2
Conditions of Learning.....	2
Student Outcomes.....	5
Engagement.....	7
Other Information.....	8
Adequate Yearly Progress.....	8
Federal Intervention Program.....	9
Average Class Size and Class Size Distribution (Elementary).....	9
Average Class Size and Class Size Distribution (Secondary).....	9
Academic Counselors and Other Support Staff Members.....	9
Expenditures per Pupil and School-Site Teacher Salaries.....	10
Types of Services Funded.....	10
Teacher and Administrative Salaries... ..	10
Professional Development.....	10
Appendix: Adopted Texts and Instructional Materials.....	11



Data and Access

Most of the data in this SARC are from the 2013–14 school year or the two preceding years (2011–12 and 2012–13). Graduation, dropout, and fiscal data are from 2012–13. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2014–15 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 2, 2013
Kindergarten	63
1	56
2	57
3	59
4	51
5	44
6	55
7	42
8	36
Total	463

Student Enrollment by Group (2013–14)

Student Group	Number of Students	Percentage of Enrollment
African American	418	90.3
Asian	6	1.3
Filipino	0	0.0
Hispanic	2	0.4
Indochinese	0	0.0
Native American	0	0.0
Pacific Islander	0	0.0
White (Not Hispanic)	31	6.7
Two or More Races	6	1.3
Socioeconomically disadvantaged	463	100.0
English learners	398	86.0
Students with disabilities		

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2012–13	2013–14	2014–15	2014–15
With full credential and teaching in subject area	n/a	n/a	n/a	4,684
With full credential but teaching outside subject area	n/a	n/a	n/a	n/a
Without full credential	n/a	n/a	n/a	214
Total	n/a	n/a	n/a	4,898

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2014–15, the most current data are reported.

Indicator	2012–13		2013–14		2014–15	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of teachers of English learners	0	0	0	0	0	N/A
Total teacher misassignments	0	0	0	0	0	N/A
Vacant teacher positions	0	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2013–14)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	100.00	0.00
All schools in district	97.94	2.06
High-poverty schools in district	97.70	2.30
Low-poverty schools in district	98.92	1.08

Quality, Currency, and Availability of Textbooks and Instructional Materials (2014–15)

The school adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2014.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	Yes	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2014–15)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

School Facility Conditions and Planned Improvements (2014–15)

Iftin Charter School is located at El Cajon Blvd. and 54th Streets in the El Cerrito neighborhood of San Diego. The building was renovated through Proposition MM in 1999 and is receiving additional upgrades through Proposition S and is scheduled for additional improvements. This site is safe, clean, and conducive to productive learning. The facility features a library, computer lab, lunch court and on-site kitchen, large new blacktop playground with basketball court and play structure, separate kindergarten playground, and a large multipurpose room with stage. This location offers on-site opportunities for family support, education, recreation, and cultural arts.

Our full-time caretaker performs cleaning operations and landscape services throughout the school. San Diego Unified School District personnel provide maintenance services.

School Facility Good-Repair Status

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

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer					Data not available
Interior: Interior surfaces					
Cleanliness: Overall, pest/vermin					
Electrical: Interior/exterior					
Restrooms/fountains					
Safety: Fire safety/hazardous materials					
Structural: Damage, roofs					
External: Playground, gates, fences					
Overall Rating: XX.X%					

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and its predecessor, the Standardized Testing and Reporting (STAR) program.
- Academic Performance Index (API)
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP: Science—Three-Year Comparison

The following table shows the percentage of students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) on the CAASPP over the most recent three-year period. Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
5, 8, & 10	48	43	63	64	63	66	60	59	60

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

CAASPP: Science—By Student Group, 2013–14

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	66
All students at this school	63
Male	69
Female	59
African American	71
Asian	—
Filipino	—
Hispanic	—
Native American	—
Pacific Islander	—
White (not Hispanic)	—
Two or More Races	—
Socioeconomically Disadvantaged	64
English Learners	60
Students with Disabilities	64

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR Program Results

The Standardized Testing and Reporting (STAR) program was last administered in the 2012–13. It was superseded in January 2014 by the California Assessment of Student Performance and Progress (CAASPP). STAR scores were ranked according to five “performance levels”: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years the STAR was administered. Statewide data are rounded to the nearest percentage point.

STAR: English–Language Arts

Grade Level	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
2	56.5	41.7	43.1	58.9	59.8	59.7	56	58	56
3	25.0	46.2	21.4	49.4	52.5	50.0	46	48	45
4	52.6	43.5	44.7	68.2	68.9	68.2	64	67	65
5	34.6	59.5	54.5	65.8	67.0	65.6	59	63	60
6	43.3	42.4	46.2	58.8	63.8	63.1	55	59	60
7	52.2	56.1	46.9	61.4	65.0	62.9	57	62	60
8	66.7	40.7	40.5	60.1	63.8	59.2	57	59	57

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR: Mathematics

Grade Level	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
2	87.0	53.1	64.7	66.3	64.8	66.6	66	64	65
3	67.5	56.4	64.3	69.0	72.7	70.6	68	69	66
4	65.8	47.8	57.9	71.6	70.5	75.6	71	71	72
5	42.3	56.8	63.6	65.0	65.7	68.2	63	65	65
6	56.7	45.5	47.5	55.4	58.0	57.0	53	55	55
7	47.8	48.8	43.8	55.9	58.2	58.2	49	55	56
8	48.0	22.2	28.9	40.1	42.4	43.2	44	46	46

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR: History–Social Science

Grade Level	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
8	62.5	51.9	50.0	51.4	55.9	54.6	50	52	52

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

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 API website at 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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools. For 2013–14 and subsequent years, the statewide and similar schools rankings will no longer be produced.

API Rank	2010–11	2011–12	2012–13
Statewide	4	3	3
Similar Schools	10	9	10

API Growth by Student Group: Three-Year Comparison

The following table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: An asterisk (*) means that the student group is not numerically significant for the years shown, “B” means the school did not have a valid 2012–13 API base and therefore will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information. A dash (—) means that no data were available.

Student Group	Actual API Change		
	2010–11	2011–12	2012–13
All Students at the School	59	-28	-5
African American	*	*	12
Asian	*	*	*
Filipino	*	*	*
Hispanic	*	*	*
Native American	*	*	*
Pacific Islander	*	*	*
White (not Hispanic)	*	*	*
Two or More Races	*	*	*
Socioeconomically Disadvantaged	59	-26	-6
English Learners	68	-27	15
Students with Disabilities	*	*	*

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California Physical Fitness Test Results (2013–14)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	30.8	12.8
7	30.8	20.5	12.8

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

Engagement

State Priority: Parental Involvement

This section provides 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 school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Iftin Charter School is committed to communicating with and engaging parents as partners in their child’s education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their child’s school site (for example: governance committees, special events, fundraising events, parent organizations, and in classrooms) We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Iftin Charter School strongly supports parent involvement through:

- The School Site Council (SSC): The SSC is an elected group composed of parents and staff members that meets monthly to study the effectiveness of curriculum and instruction.

- The Community-Based English Tutoring (CBET) program: The CBET program provides free English-language instruction to parents or other adult members of the community who pledge to tutor English learners.
- Meet the Director opportunities: Parents meet regularly with the director to foster two-way communication and support.
If you want to get involved, please contact Abdikhaliq Ismail at (619) 265-2411.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school’s enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school’s enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

Type of Action		2011–12			2012–13			2013–14		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	31	12,693	n/a	30	10,362	n/a	12	9,222	n/a
	Rate/100 students	8.22	6.79	n/a	7.59	6.61	n/a	2.59	5.25	n/a
Expulsions	Number	0	210	n/a	0	207	n/a	0	212	n/a
	Rate/100 students	0.00	0.12	n/a	0.00	0.12	n/a	0.00	0.06	n/a

School Safety Plan (2014–15)

Last Review/Update: August 2013

Last Discussed with Staff: August 2013

Campus safety is the district’s top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school’s website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Plans, policies, and procedures are in place to ensure students’ safety as well as to prepare for emergency situations. Regularly scheduled fire, earthquake, lock downs, disaster and situation drills are conducted. A registered nurse provides assistance to the school to ensure compliance with all health requirements, and key staff members are trained in CPR and first aid. Our staff and community members monitor the gate on El Cajon Boulevard each morning and afternoon to welcome students and parents and to ensure the safe arrival and departure of students. All visitors coming into the school must enter through the school office to sign in and get a visitor’s permit, which is to be worn while on campus.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA 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
- Percentage proficient on the state’s standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

Note: Because students in grades 3 through 8 participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California that exempts elementary and middle schools from receiving a

2014 AYP Report. For 2014, only high schools and schools that enrolled students in grades 9–12 twelve on October 2, 2013, received an AYP Report.

Federal Intervention Program (2014–15)

Schools that receive funding from the federal government under Title I must enter federal 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 and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013–4	2009–10
Year in PI*	1	3+
Number of Schools Currently in Program Improvement†		154
Percentage of Schools Currently in Program Improvement†		68.4

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2011–12				2012–13				2013–14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	20	2	0	0	18	1	2	0	21	1	2	0
1	21	3	0	0	16	2	1	0	18	3	0	0
2	20	2	0	0	23	0	2	0	19	1	2	0
3	20	2	0	0	22	0	2	0	19	1	2	0
4	24	0	2	0	20	2	0	0	26	0	2	0
5	21	2	0	0	25	0	2	0	22	0	2	0
6	17	2	0	0	22	1	1	0	27	0	8	0

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2011–12				2012–13				2013–14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	—	—	—	—	—	—	—	—	19	4	0	0
Mathematics	—	—	—	—	—	—	—	—	19	4	0	0
Science	—	—	—	—	—	—	—	—	19	4	0	0
History–Social Science	—	—	—	—	—	—	—	—	15	5	0	0

Academic Counselors and Other Support Staff Members (2013–14)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (Librarian)		
Library Media Services Staff (Paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (Non-Teaching)		
Other (Specify)		

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2012–13)

This table displays this school’s expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school’s per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	n/a	n/a	n/a	n/a
District (excludes charter schools)			\$5,047	\$66,082
Difference: School Site and District (%)			—	—
State			\$4,690	\$70,720
Difference: School Site and State (%)			—	—

Types of Services Funded (Fiscal Year 2013–14)

The school’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$38,347	\$41,761
Mid-Range Teacher Salary	\$58,269	\$66,895
Highest Teacher Salary	\$78,416	\$86,565
Average Principal Salary (Elementary School Level)	\$108,101	\$108,011
Average Principal Salary (Middle School Level)	\$109,653	\$113,058
Average Principal Salary (High School Level)	\$119,228	\$123,217
Superintendent Salary	\$245,192	\$227,183
Percentage of Budget for Teachers’ Salaries	40%	38%
Percentage of Budget for Administrative Salaries	5%	5%

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning commu-

nities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	K–6	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
History–Social Science	K–5	<i>California Reflections</i> , Harcourt School Publishers	2007	2007–08
History–Social Science	6	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston	2006	2007–08
Mathematics	K–5	<i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson	2009	2010–11
Mathematics	6	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Science	K–5	<i>Full Option Science System (FOSS)</i> , Delta Education	2007	2008–09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Middle Level					
ELA	5	English 5th (middle)	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
ELA	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall	2003	2002–03
ELD	6–8	ESL Level 1	<i>Keys to Learning</i> , Pearson Longman	2005	2008–09
ELD	6–8	ESL Level 2	<i>Shining Star Level A</i> , Pearson Longman	2004	2008–09
ELD	6–8	ESL Level 3	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002	2002–03
H-SS	6	Social Studies 6th	<i>Holt CA Social Studies: World History, Ancient Civilizations</i> , Holt McDougal	2006	2007–08
H-SS	7	World History 7th	<i>Holt CA Social Studies: World History, Medieval to Early Modern Times</i> , Holt McDougal	2006	2007–08
H-SS	8	U.S. History 8th	<i>Holt CA Social Studies: U.S. History, Independence to 1914</i> , Holt McDougal	2006	2007–08
Math	6	Common Core Math 6th	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	6	Advanced Math 6th	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	7	Common Core Math 7th	<i>Big Ideas Math Course 2: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	7	Advanced Math 7th	<i>Big Ideas Math Course 2: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	8	Common Core Math 8th	<i>Big Ideas Math Course 3: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Math	8	Advanced Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson.	2013	2014–15
Math	8	Advanced Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson.	2013	2014–15
Science	6	Science 6th	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09
Science	7	Science 7th	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008–09
Science	7	Science 7th - Computers & Technology 1,2	<i>Focus on Life Sciences, California Edition</i> , McDougal Littell	2007	2008–09
Science	8	Science 8th	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008–09
Science	8	Science 8th 1,2 Advanced	<i>Interactions in Physical Science, California Edition</i> , It's About Time	2007	2008–09

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Science; VAPA = Visual & Performing Arts; WL = World Languages