



# Decoto School for Independent Study

600 G Street, Union City, CA 94587  
(510) 476-2696

Jessica Wilder, Principal

[jwilder@nhusd.k12.ca.us](mailto:jwilder@nhusd.k12.ca.us)

CDS Code: 01-61242-0126763

## 2013-2014 School Accountability Report Card

Published in the 2014-15 School Year

### New Haven Unified School District

34200 Alvarado-Niles Rd.  
Union City, CA 94587  
(510) 471-1100

### District Administration

#### Chief Academic Officer/ Interim Superintendent

Dr. Arlando Smith  
[asmith@nhush.k12.ca.us](mailto:asmith@nhush.k12.ca.us)

#### Chief Business Officer/ Interim Superintendent

Akur Varadarajan  
[avaradarajan@nhusd.k12.ca.us](mailto:avaradarajan@nhusd.k12.ca.us)

#### Chief Personnel Officer Derek McNamara

### Board of Education

Jonas Dino  
President

Michelle Matthews  
Clerk

Linda Canlas  
Sarabjit Cheema  
Michael Ritchie  
Members



### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

### School Profile (School Year 2014-15)

New Haven Unified School District includes Union City and part of south Hayward. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

Decoto School has students in grades six through twelve.

### Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

#### Enrollment by Student Group

2013-14

	Percentage
African American	10.7%
American Indian	0.7%
Asian	7.4%
Filipino	4.0%
Hispanic or Latino	51.7%
Pacific Islander	4.7%
White	16.8%
Two or More	4.0%
None Reported	-
English Learners	16.8%
Socioeconomically Disadvantaged	56.4%
Students with Disabilities	1.3%

### School Attendance & Enrollment (School Year 2013-14)

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely.

Letters will be sent home if absences become a problem.

This chart illustrate the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
6th		1	2
7th		1	4
8th		3	6
9th		4	6
10th		22	15
11th		36	37
12th		87	73

## 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.

### Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.9%	1.1%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	99.6%	0.4%

### Teacher Assignment

The disitric recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	6	6	6	464
Without Full Credentials	0	0	0	6
Working Outside Subject	0	0	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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

### School Facilities & Safety (School Year 2014-15)

Decoto School For Independent Study is located on the New Haven Adult School Campus. It is comprised of four classrooms.

#### Cleaning Process

The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At time of publication 100% of all restrooms were in working condition. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 04/01/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

## Instructional Materials (School Year 2014-15)

New Haven Unified School District held a Public Hearing on October 21, 2014 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2014.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9th-12th	English/ Language Arts	Holt	2008	Yes	0.0%	
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%	
6th-8th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%	
9th-12th	History/Social Science	Glencoe/ McGraw Hill	2007	Yes	0.0%	
K-5	History/Social Science	Harcourt School Publishers	2006	Yes	0.0%	
6th-8th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%	
9th-12th	History/Social Science	McGraw-Hill	2007	Yes	0.0%	
9th-12th	History/Social Science	Pearson	2007	Yes	0.0%	
6th-8th	Mathematics	Holt	2009	Yes	0.0%	
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%	
9th-12th	Mathematics	McGraw-Hill	2004	Yes	0.0%	
K-5	Mathematics	Scott Foresman	2001	Yes	0.0%	
6th-8th	Science	CPO Science	2008	Yes	0.0%	
9th-12th	Science	Holt McDougal	2008	Yes	0.0%	
9th-12th	Science	Holt McDougal	2007	Yes	0.0%	
K-5	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%	

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	*	16	54	55	54	54	56	55
Mathematics	*	*	3	45	44	42	49	50	50
History/Social Science	*	*	7	43	40	42	48	49	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	0	32	22	62	60	60	60	59	60

The second 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.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	60
School	22
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Filipino	*
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	*
White	*
Males	*
Females	21
Socioeconomically Disadvantaged	17
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years. B - means the school did not have a valid Base API and will not have any growth or target information.

API School Results			
	2011	2012	2013
Statewide	-	-	-
Similar Schools	-	-	-
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-	B

## UC/CSU Course Completion

Students at Decoto School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	55.6%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	3.0%

*\* Duplicated Count (one student can be enrolled in several courses).*

## Career Technical Education (School Year 2013-14)

Decoto School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Courses are identified as introductory, concentration or capstone. The following CTE courses are offered either at New Haven Unified School District or Ohlone College through the Mission Valley Regional Occupation Program (ROP).

- Auto Body Painting and Refinishing 1, 2
- Business Office Management
- Construction Technology 1, 2
- Digital Sound Design 1, 2
- Fire Technology 1, 2
- Introduction to Business
- Medical Assisting
- Multimedia Workshop
- Pathway to Engineering
- Automotive Technology 1, 2
- Computer Animation 1, 2
- Culinary Arts 1, 2
- Digital Video Arts Production 1, 2
- Forensic Science 1, 2
- Law Enforcement/Homeland Security
- Medical and Health Careers
- Nursing Assistant
- Robotics Systems Technology
- Biotechnology 1, 2
- Computer Graphic Design 1, 2
- Digital Photography
- Electronic Media Production 1, 2
- Game Design • Introduction to Athletic Training
- Marketing and Management 1, 2
- Medical Occupations
- Pharmacy Clerk
- Sports Therapy 1, 2

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### Physical Fitness (School Year 2013-14)

In the spring of each year, Decoto School is required by the state to administer a physical fitness test to all students in grades seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). *Due to the moderate number of students tested, school scores are not disclosed.*

### California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	-	62	56	57	63	57	27	57	56
Mathematics	-	57	58	32	58	60	13	61	62

The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	43	26	31	39	37	24
All Students School	73	20	7	88	13	0

## 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.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Amy McNamara at (510) 476-2696.



## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

#### Completion of High School Graduation Requirements

	School	District	State
All Students	37.9%	77.2%	84.6%
African American/Black	33.3%	66.1%	75.9%
American Indian	0%	100%	77.8%
Asian	30.8%	87.2%	92.9%
Filipino	80%	88%	92.2%
Hispanic or Latino	30.8%	66.9%	80.8%
Pacific Islander	0%	75%	84.1%
White	37.5%	82.2%	90.2%
Two or More Races	50%	90.5%	89%
English Learners	13.3%	45.7%	53.7%
Socioeconomically Disadvantaged	34.9%	73.2%	82.6%
Students with Disabilities	33.3%	45.1%	60.3%

## 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.

### Suspension & Expulsions

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

2011-12: 5.7%  
2012-13: 5.1%  
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

#### Suspensions & Expulsions

	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	0	3	2	1087	888	594
Suspension Rate	0.0%	1.9%	1.3%	8.4%	6.9%	4.7%
Expulsions	0	0	0	18	29	21
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%

### Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Decoto School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the fall by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis. Lockdown drills are held as needed. Students are supervised before and after school by teachers and the principal. Visitors must sign in at the main office, and wear a badge while on campus.

## 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.

### Adequate Yearly Progress (School Year 2013-14)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

#### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	N/A		N/A	
Met AYP Criteria				
Participation Rate	N/A	N/A	N/A	N/A
Percent Proficient	N/A	N/A	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	N/A		N/A	

There are several consequences for Title I funded schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2014-15)	-	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	85.7%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

### Class Size Distribution

Average Class Size	Classrooms Containing:								
	1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14
By Grade Level									
K	-	-	2	-	-	1	-	-	-
1	-	-	1	-	-	1	-	-	-
2	-	-	2	-	-	1	-	-	-
5	-	-	1	-	-	1	-	-	-
6	-	1	2	-	1	5	-	-	-
By Subject Area									
English	-	5	2	-	13	32	-	-	-
Mathematics	-	3	3	-	27	19	-	-	-
Science	-	6	6	-	6	8	-	-	-
Social Science	-	4	2	-	13	39	-	-	-

## College Entrance Information

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## Counseling & Support Staff (School Year 2013-14)

It is the goal of Decoto School for Independent Study to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:149. The table lists the support service personnel available at Decoto School for Independent Study. Note: 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.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1.0

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

## Staff Development

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence.

## Data Sources

Data within the SARC was provided by New Haven Unified School District, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest/>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Teacher & Administrative Salaries (School Year 2012-13)

This table displays district salaries 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 the districts 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.

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	\$45,834	\$41,318
Mid-Range Teachers	\$77,629	\$65,615
Highest Teachers	\$99,897	\$84,981
Elementary School Principals	\$113,817	\$107,624
Middle School Principals	\$119,177	\$112,817
High School Principals	\$148,533	\$121,455
Superintendent	\$212,613	\$206,292
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.0%	40.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$91,250
District	\$81,433
Percentage of Variation	12.1%
School & State	
All Unified School Districts	\$69,360
Percentage of Variation	31.5%

## District Expenditures (Fiscal Year 2012-13)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,840
From Supplemental/Restricted Sources	\$1,052
From Basic/Unrestricted Sources	\$6,788
District	
From Basic/Unrestricted Sources	\$5,109
Percentage of Variation between School & District	32.9%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	44.7%

## District Revenue Sources (Fiscal Year 2013-14)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)