

Encinal Elementary

Sharon Burns, Principal

Principal, Encinal Elementary

About Our School

Encinal school is an exciting community of students, parents, faculty, community members, and volunteers. We are a strong, richly diverse community that exemplifies a broad world view. The Encinal community strives to challenge, support and inspire each student to reach for academic excellence. We believe in supporting the entire child. We encourage our students to take risks, wonder, explore, imagine, and embrace all learning opportunities. Welcome to our community.

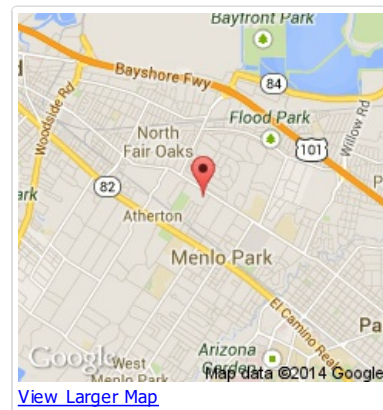
Encinal School provides an enriched and challenging environment where students:

- Master the core curriculum and excel beyond the basics to become critical thinkers, curious innovators and creative problem solvers
- Recognize their individual learning styles, strengths and areas for growth, and advocate for their needs as learners
- Pursue learning with eagerness, independence and a spirit of inquiry supported by a toolbox of strategies and skills
- Collaborate as active citizens who contribute positively to the school, community and world

Contact

195 Encinal Ave.
Atherton, CA
94027-3102

Phone: 650-326-5164
E-mail: sburns@mpcsd.org



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

| School | |
|--|--|
| School Name | Encinal Elementary |
| Street | 195 Encinal Ave. |
| City, State, Zip | Atherton, Ca, 94027-3102 |
| Phone Number | 650-326-5164 |
| Principal | Sharon Burns, Principal |
| E-mail Address | sburns@mpcsd.org |
| County-District-School (CDS) Code | 41689656044135 |

| District | |
|----------------------------------|--|
| District Name | Menlo Park City Elementary |
| Phone Number | (650) 321-7140 |
| Web Site | www.mpcsd.org |
| Superintendent First Name | Maurice |
| Superintendent Last Name | Ghysels, Ed.D. |
| E-mail Address | villasenor@mpcsd.org |

Last updated: 2/1/2014

School Description and Mission Statement (School Year 2012-13)

Encinal School is located on the peninsula, approximately 35 miles south of San Francisco. Encinal is one of the four schools in the Menlo Park City School District with an enrollment of approximately 775 students in Kindergarten through Grade 5.

The school's mission statement is: Encinal provides an enriched, challenging learning environment where students are actively engaged in the development of knowledge, skills and attitudes to support their success as learners in a global society.

Last updated: 2/1/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parental involvement is highly valued and encouraged at Encinal School. Parents are active participants in all aspects of the educational program. Attendance at Back-to-School Night, Parent Conferences, Open House and other community events range from 90-95%. Parents regularly assist with classroom activities including enrichment programs by volunteering in a multitude of ways around campus. The majority of families are members of our PTO and the Menlo Park Atherton Education Foundation which provide critical funding to enhance the education experience for our children.

Last updated: 2/1/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

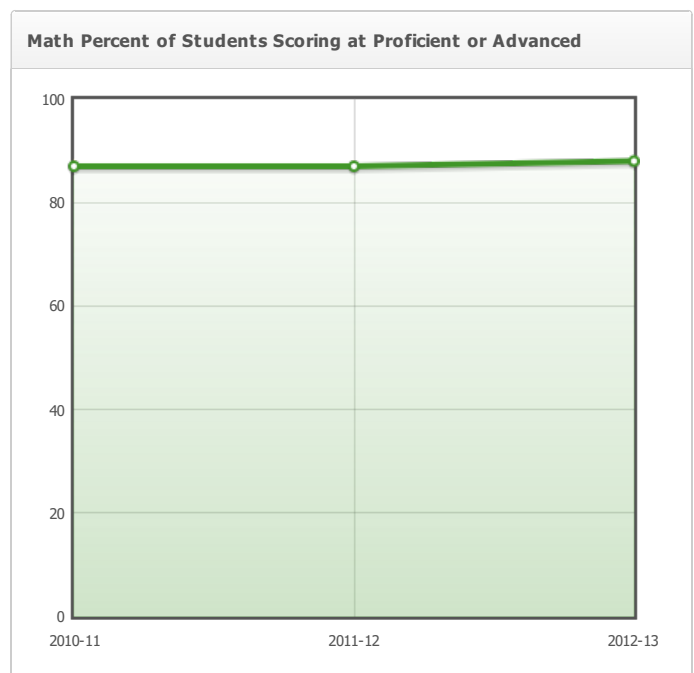
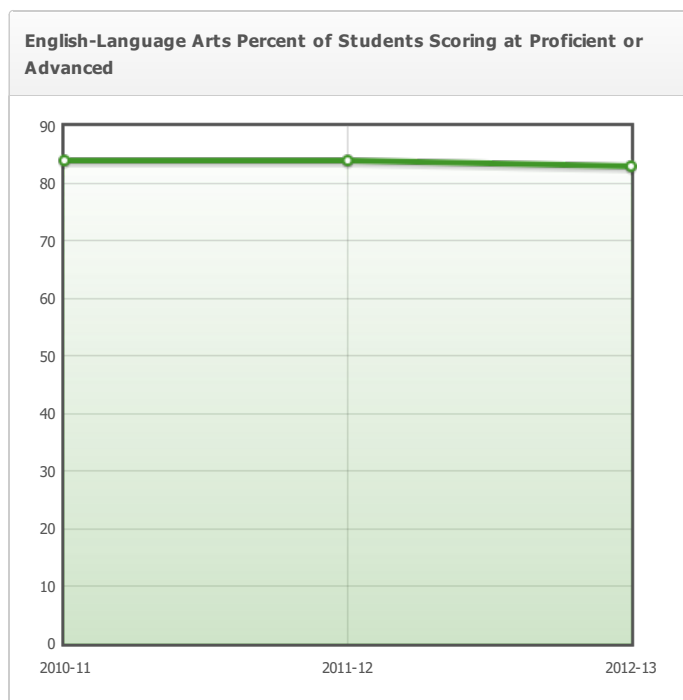
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

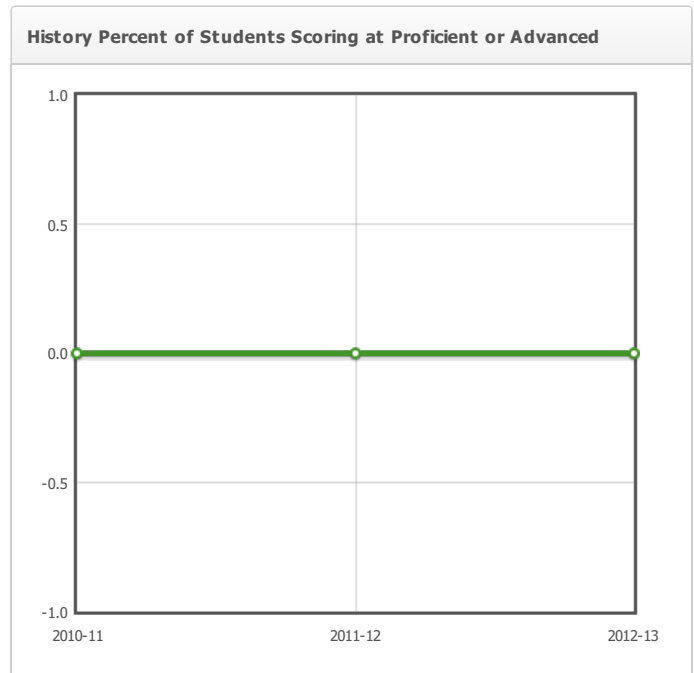
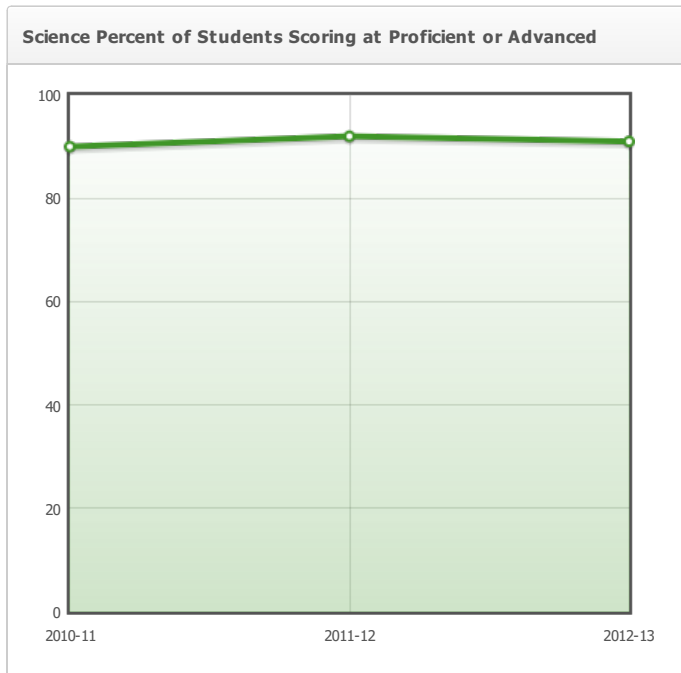
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting 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 | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 84% | 84% | 83% | 84% | 85% | 86% | 54% | 56% | 55% |
| Mathematics | 87% | 87% | 88% | 85% | 87% | 88% | 49% | 50% | 50% |
| Science | 90% | 92% | 91% | 91% | 94% | 93% | 57% | 60% | 59% |
| History-Social Science | N/A | N/A | N/A | 87% | 86% | 82% | 48% | 49% | 49% |

Note: 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.





Last updated: 1/22/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 86% | 88% | 93% | 82% |
| All Students at the School | 83% | 88% | 91% | N/A |
| Male | 79% | 87% | 92% | N/A |
| Female | 86% | 88% | 90% | N/A |
| Black or African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 98% | 100% | 100% | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 58% | 73% | 76% | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A |
| White | 90% | 92% | 92% | N/A |
| Two or More Races | 85% | 88% | 100% | N/A |
| Socioeconomically Disadvantaged | 44% | 53% | N/A | N/A |
| English Learners | 33% | 65% | N/A | N/A |
| Students with Disabilities | 56% | 51% | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

Note: 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.

Last updated: 1/22/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 10.7% | 30.2% | 45.6% |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: 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.

Last updated: 1/22/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 8 | 5 | 4 |

Last updated: 1/22/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | 1 | -9 | 1 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -17 | -4 |
| Native Hawaiian or Pacific Islander | | | |
| White | -1 | 3 | -2 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/22/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School | 564 | 930 | 2,074 | 944 | 4,655,989 | 790 |
| Black or African American | 7 | | 41 | 784 | 296,463 | 708 |
| American Indian or Alaska Native | 0 | | 0 | | 30,394 | 743 |
| Asian | 42 | 991 | 144 | 988 | 406,527 | 906 |
| Filipino | 2 | | 6 | | 121,054 | 867 |
| Hispanic or Latino | 112 | 823 | 299 | 832 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | 6 | | 24 | 815 | 25,351 | 774 |
| White | 332 | 961 | 1,330 | 969 | 1,200,127 | 853 |
| Two or More Races | 62 | 951 | 226 | 964 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 43 | 718 | 133 | 745 | 2,774,640 | 743 |
| English Learners | 70 | 783 | 152 | 783 | 1,482,316 | 721 |
| Students with Disabilities | 44 | 775 | 167 | 773 | 527,476 | 615 |

Last updated: 1/22/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/22/2014

Federal Intervention Program (School Year 2013-14)

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 (ELA 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](#).

| Indicator | School | District |
|---|--------|----------|
| Program Improvement Status | | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | % |

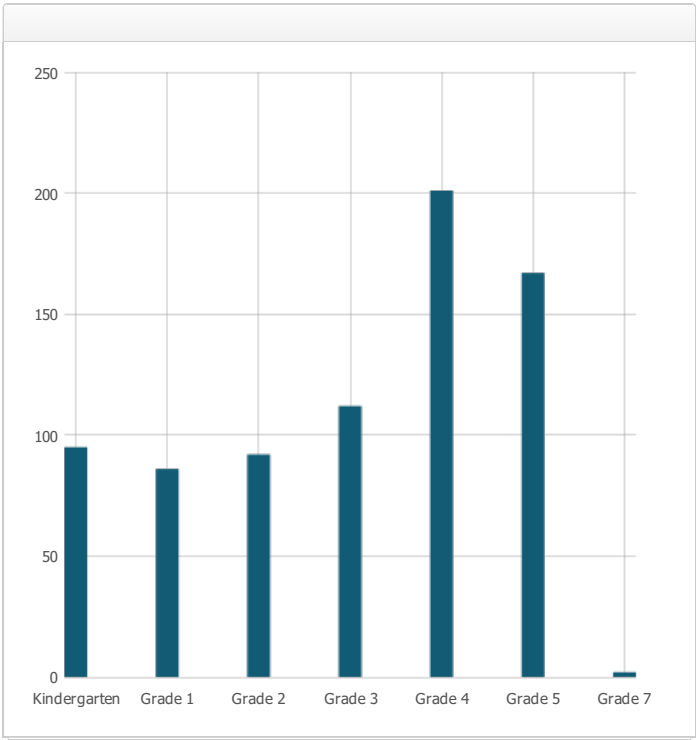
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/22/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

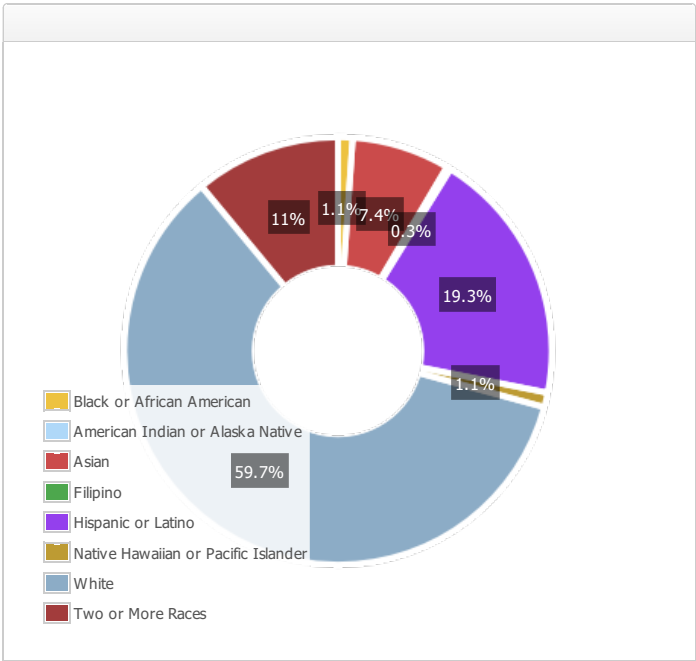
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 95 |
| Grade 1 | 86 |
| Grade 2 | 92 |
| Grade 3 | 112 |
| Grade 4 | 201 |
| Grade 5 | 167 |
| Grade 7 | 2 |
| Total Enrollment | 755 |



Last updated: 1/22/2014

Student Enrollment by Student Group (School Year 2012-13)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.0 |
| Asian | 7.4 |
| Filipino | 0.3 |
| Hispanic or Latino | 19.3 |
| Native Hawaiian or Pacific Islander | 1.1 |
| White | 59.7 |
| Two or More Races | 11.0 |
| Socioeconomically Disadvantaged | 6.2 |
| English Learners | 12.1 |
| Students with Disabilities | 6.4 |



Last updated: 1/22/2014

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.6 | 3 | 2 | 0 | 22.3 | 2 | 2 | 0 | 40.0 | 2 | 4 | 3 |
| 1 | 20.6 | 4 | 1 | 0 | 20.4 | 1 | 4 | 0 | 25.0 | 2 | 4 | 1 |
| 2 | 21.2 | 5 | 0 | 0 | 22.6 | 2 | 3 | 0 | 21.0 | 5 | 3 | 1 |
| 3 | 22.3 | 2 | 1 | 0 | 22.0 | 4 | 1 | 0 | 37.0 | | 5 | 1 |
| 4 | 24.1 | 0 | 8 | 0 | 24.1 | 0 | 7 | 0 | 75.0 | 4 | 7 | 5 |
| 5 | 25.6 | 0 | 7 | 0 | 24.0 | 0 | 8 | 0 | 77.0 | 1 | 7 | 5 |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/22/2014

School Safety Plan (School Year 2012-13)

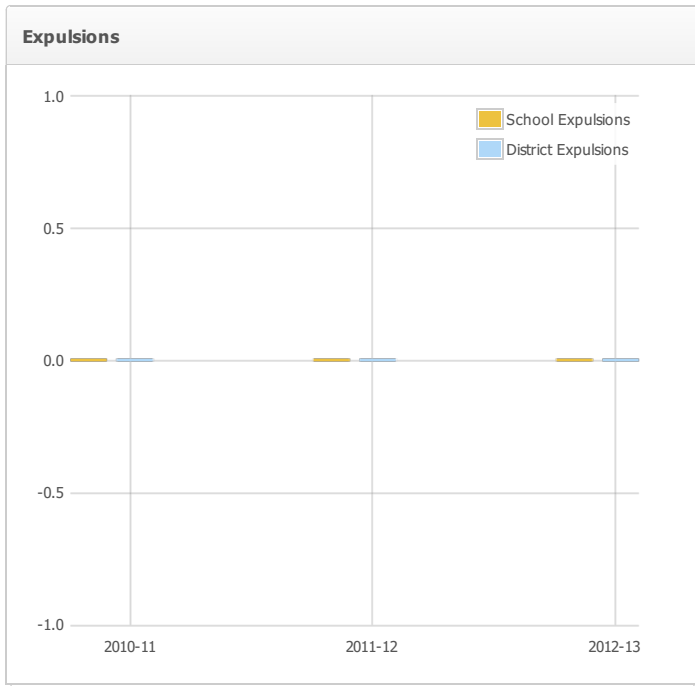
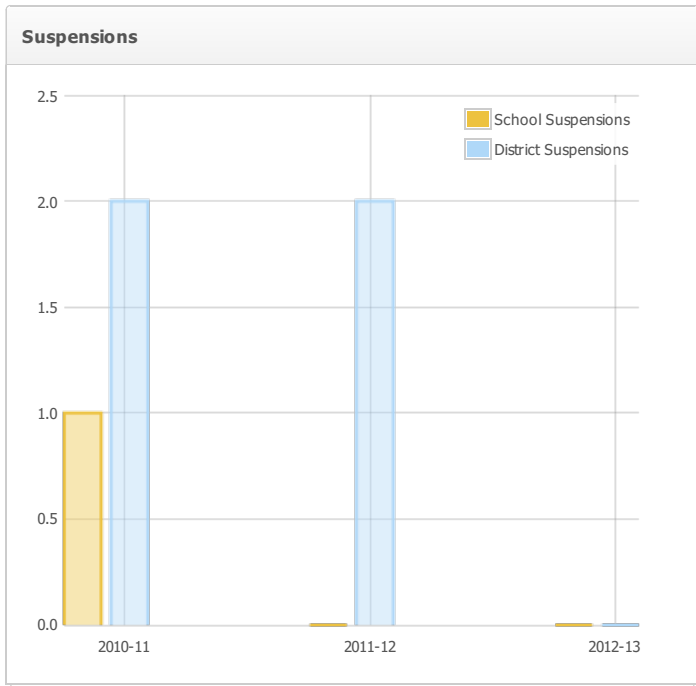
The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Last updated: 1/22/2014

Suspensions and Expulsions

| Rate * | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 1.10 | 0.40 | 0.01 | 2.00 | 2.00 | 0.03 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.07 | 0.07 | 0.00 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The Encinal School campus includes a large playfield and blacktop area, classrooms, an art room, two multipurpose rooms, and a science lab, as well as administration and conference areas. With support from our community, Encinal School was fully modernized in 2000. In 2006, the community approved a \$91.1 million bond measure to improve district facilities. In the fall of 2010, a new state of the art fourth and fifth grade complex was completed at Encinal School, the final phase in the campus reconfiguration to become a K- 5 school. The new work consisted of multipurpose building and new classrooms. In addition, existing classrooms saw further modernization with new windows, doors, and upgraded FA system.

The Encinal campus also includes a sizable school garden. Each class maintains a plot throughout the year. Garden lessons are coordinated with the California State Standards for the grade level and managed with the help of parent volunteers.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct regular walk-throughs to identify and prioritize necessary maintenance projects.

The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repair are given the highest priority.

Cleaning standards for all schools in the district have been established. The Principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District annually sets monies aside for long term maintenance projects. For the 2014-15 budget the district will set aside \$580,000. This will cover roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems upgrades. The district's complete maintenance plan is available at the district office.

Last updated: 1/28/2014

School Facility Good Repair Status (School Year 2013-14)

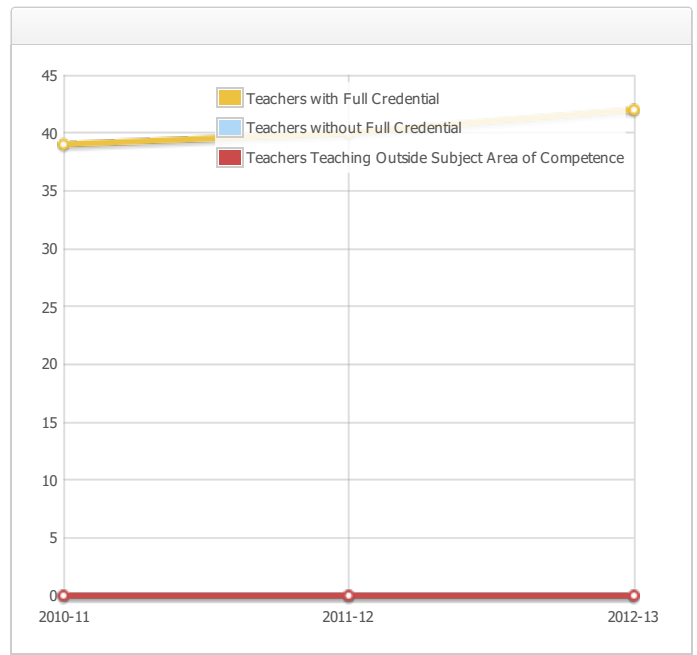
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rate (School Year 2013-14)

Teachers

Teacher Credentials

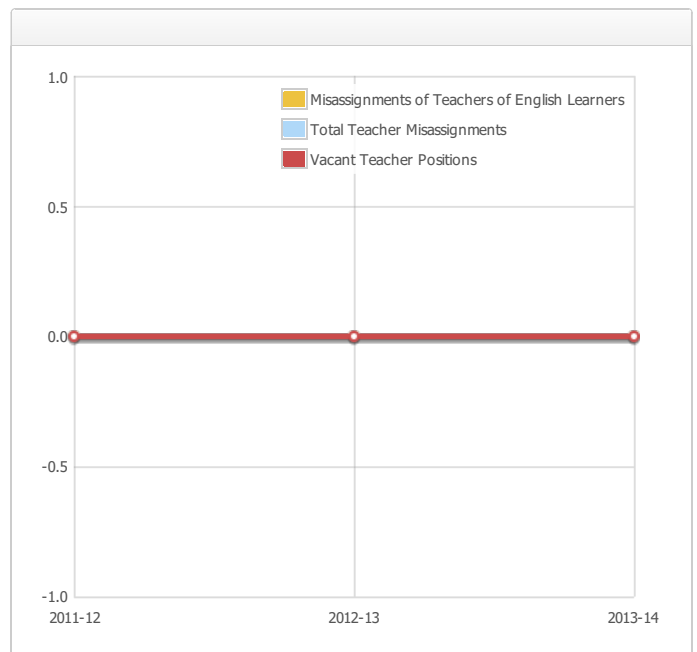
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 39 | 40 | 42 | 181 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "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.

Last updated: 1/29/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|---|---|
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 0 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

Note: 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.

Last updated: 1/29/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 0.0 | |
| Counselor (Social/Behavioral or Career Development) | 0.5 | N/A |
| Library Media Teacher (librarian) | 1.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | | N/A |

Note: Cells shaded in black or with N/A values do not require data.

* 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.

Last updated: 1/29/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2013

| Core Curriculum Area | Textbooks and instructional materials | From most recent adoption? | Percent students lacking own assigned copy |
|----------------------------|---|----------------------------|--|
| Reading/Language Arts | SRA Open Court Reading 2002 | Yes | 0.0 |
| Mathematics | Everyday Mathematics, McGraw Hill, Third Ed. 2008 | Yes | 0.0 |
| Science | K, Trees, FOSS ('07) K, Wood and Paper, FOSS ('07) K, Animals 2x2, FOSS ('07) 1, Solids & Liquids, STC ('07) 1, Plants & Animals, FOSS ('07) 1, Air & Weather, FOSS ('07) 2, Pebbles, Sand & Silt, FOSS ('07) 2, Balance and Motion, FOSS ('07) 2, Insects & Plants, FOSS ('07) 3, Structures of Life, FOSS ('07) 3, Sun Moon & Stars, FOSS ('07) 3, Matter & Energy, FOSS ('07) 4, Environments, FOSS ('07) 4, Solid Earth, FOSS ('07) 4, Electricity & Magnetism, FOSS ('07) 5, Weather Planet, FOSS ('07) 5, Mixtures & Solutions, FOSS ('07) 5, Living Systems, FOSS ('07) | Yes | 0.0 |
| History-Social Science | Reflections, Harcourt School Publishers ('07) | Yes | 0.0 |
| Foreign Language | | | 0.0 |
| Health | K-2 Committee for Children: Second Step ('02) 3-5 Lions-Quest: Skills for Growing ('03) | Yes | 0.0 |
| Visual and Performing Arts | | Yes | 0.0 |

K-5 SILVER BURDETT MUSIC, Silver Burdett &
Ginn

Science Laboratory Equipment (grades
9-12)

0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$5,801 | \$591 | \$5,210 | \$94,311 |
| District | N/A | N/A | \$7,467 | \$90,271 |
| Percent Difference – School Site and District | N/A | N/A | 30.23% | 3.63% |
| State | N/A | N/A | \$5,537 | \$66,594 |
| Percent Difference – School Site and State | N/A | N/A | 5.91% | 41.62% |

Note: Cells shaded in black or with N/A values do not require data.

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

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/27/2014

Types of Services Funded (Fiscal Year 2012-13)

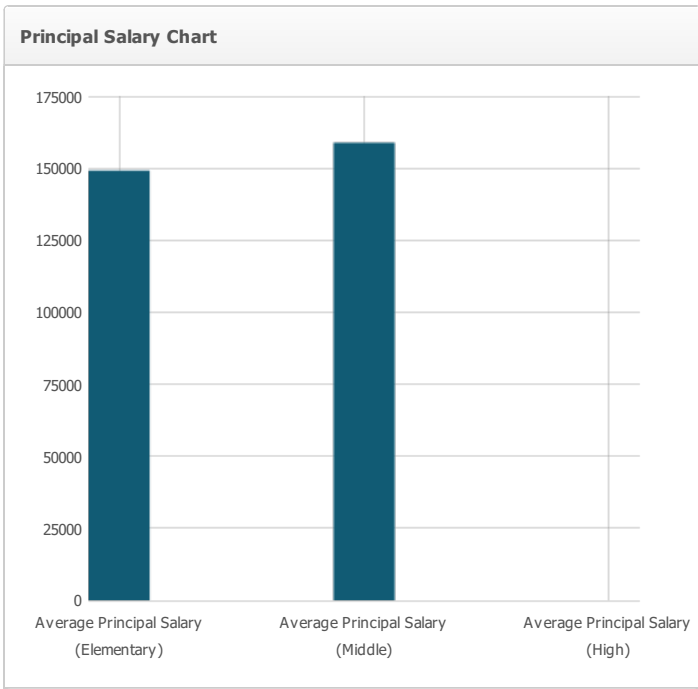
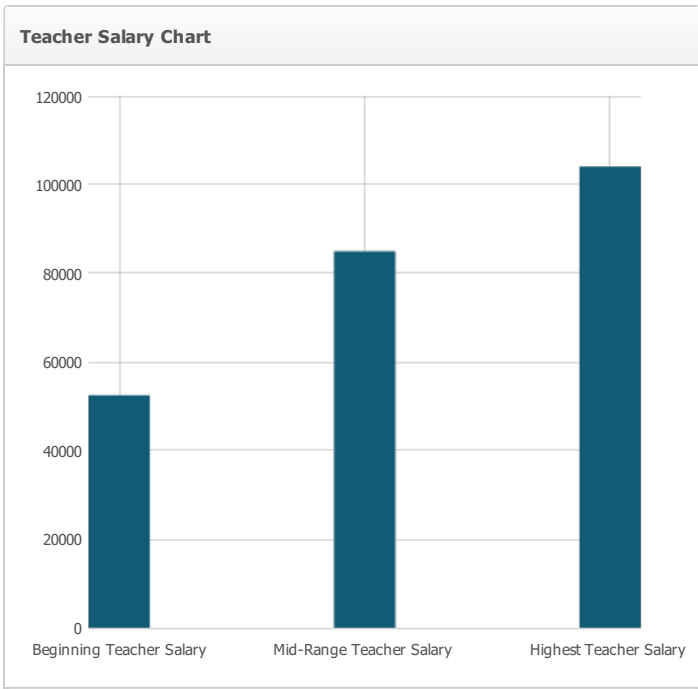
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

Last updated: 1/27/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,485 | \$41,327 |
| Mid-Range Teacher Salary | \$84,974 | \$63,903 |
| Highest Teacher Salary | \$104,090 | \$81,573 |
| Average Principal Salary (Elementary) | \$149,148 | \$103,887 |
| Average Principal Salary (Middle) | \$158,843 | \$107,439 |
| Average Principal Salary (High) | \$00 | \$102,399 |
| Superintendent Salary | \$205,000 | \$155,551 |
| Percent of Budget for Teacher Salaries | 49.0% | 41.0% |
| Percent of Budget for Administrative Salaries | 7.0% | 6.0% |

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/24/2014

Instructional Planning and Scheduling

Professional Development

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

The District values professional development of teachers and administrators as an ongoing process of professional growth and learning for the individual, and as a tool for increasing student achievement.

Professional development opportunities provided by the District include three staff development days, and three collaborative planning days. Professional Learning is also provided through attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development on early release days, and professional learning community work to analyze data and plan for instruction.

This year we also initiated workshops designed by our teachers for their peers where our teachers can share their expertise.

Last updated: 1/27/2014