

Linda Creighton, Principal

Principal, Laurel Elementary

About Our School

Laurel School is a dedicated primary school (kindergarten through third grade only), at which we focus on each child's academic achievement concurrent to their social-emotional competence. We consistently perform in the top 10% of all schools in the state, and maintain an environment where we personally know, challenge, and celebrate each individual child. One class of Spanish Immersion (90-10 model) is at each grade level, allowing some students to learn all academics in the Spanish language. At Laurel, the staff, parents, administration and students maintain positive interdependent relationships, ensuring Laurel School is the best it can be.

We pay attention to reading, writing and math for our assessments and data collection. Each grade level team works together to plan curriculum, reflect on instructional practices and engage in Professional Learning Communities. Teachers compare student work samples, analyze data, and share strategies to ensure students work toward and beyond academic goals specific to their grade levels.

Laurel teachers find creative ways to engage all learners in enriching social studies units, such as Globe Trotters in first grade to explore each continent, and Apple Valley Days in second grade so students develop a deep understanding of how life now compared and contrasts with life long ago. We have a third grade chorus and our second graders "Move their Body" in a flash mob designed to encourage fitness throughout their lives. Our science aide supports teachers in preparing and delivering hands-on science curriculum. Every week, students receive direct instruction in art, Orff music, and P.E. from our specialist teachers and they visit the library, which is staffed by our credentialed librarian.

Social-emotional development is equally as important to the Laurel Community as the core academic subject areas. Teachers, yard duties, and the school counselor work with the students so they live and learn the ten life skills: acceptance, compassion, cooperation, friendship, generosity, honesty, perseverance, respect, responsibility, self-discipline. Laurel's discipline and referral system reflects students' ability to appropriately use the ten life skills.

Thanks to the community passing the Measure U Bond, we have recently completed our reconfiguration and campus development. A new third grade pod of five classrooms and specialist buildings occupy the back of our campus; our fields and playground structures have been upgraded and redesigned. Each classroom has a Smart Board and access to a class set of laptops; in K and 1st grade, each classroom has six iPads to support learning. Teachers regularly integrate technology into their lessons to engage students, promote creative thinking, problem solving and boost achievement.

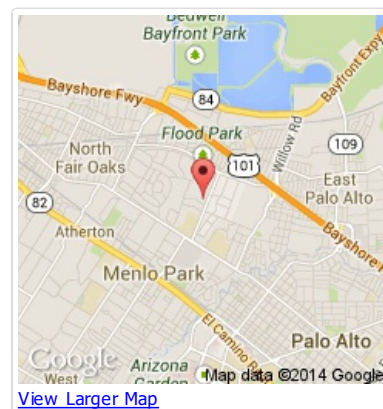
I love working with such a motivated and positive community. We all take great pride in making our school exceptional for the Laurel School students!

Linda Creighton, Laurel School Principal

Contact

95 Edge Rd.
Atherton, CA
94027-2254

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E-mail: lcreighton@mpcsd.org



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	Laurel Elementary
Street	95 Edge Rd.
City, State, Zip	Atherton, Ca, 94027-2254
Phone Number	650-324-0186
Principal	Linda Creighton, Principal
E-mail Address	lcreighton@mpcsd.org
County-District-School (CDS) Code	41689656044168

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: 1/31/2014

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

As one of the four schools of the Menlo Park City School District, Laurel School pursues the District's mission:

"We are a community of educators, scholars, parents and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world."

as well as the Laurel School Vision:

"Laurel School is a learning community of teachers, staff, parents, and students striving to motivate and empower one another to make respectful and responsible choices. Together we: respond to students' unique strengths and needs; embrace a meaningful, engaging and challenging curriculum through which students build academic confidence and independence; involve ourselves in experiential learning; take responsibility for our actions and make good decisions regarding behavior and learning; appreciate the relationship of human beings with each other and with the natural environment; and, believe that we are collaboratively responsible for the successes at Laurel School."

Laurel School is a primary education school located in a residential area in Atherton, two blocks from Menlo Atherton High School, serving kindergarten, first, second and third grade level students.

The school staff includes; 25 regular education classroom teachers, two reading specialists, one librarian, one counselor, a Resource Specialist and one site administrator. Part-time staff includes: a Music Specialist, an Art Specialist, a Physical Education Specialist, and an EL Teacher.

Last updated: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

The parents at Laurel School are very supportive. 85% of our families are members of the PTO, and hundreds of parents serve on over 35 different PTO committees which enhance and support our Laurel instructional program and school community. A PTO sponsored music teacher provides a supplemental music program to all classrooms. In addition to an Art Specialist, who delivers weekly art instruction to the students, parent volunteers deliver monthly Art in Action lessons in each classroom. The PTO also coordinates a hot food offering every day of the week. Classroom teachers are supported by a large group of parent volunteers. The librarian helps manage the circulation of books within our library. The amount of direct assistance in the classroom is illustrated by over 3,000 hours of classroom volunteer time logged during the school year. Parents serve on our Laurel School Site Council which meets on a monthly basis to review and monitor the Laurel School Site Plan.

Last updated: 1/31/2014

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.

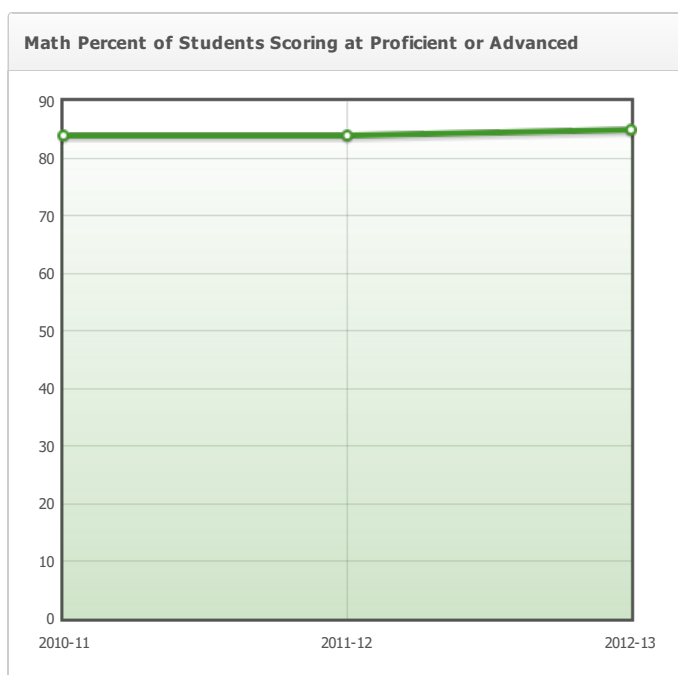
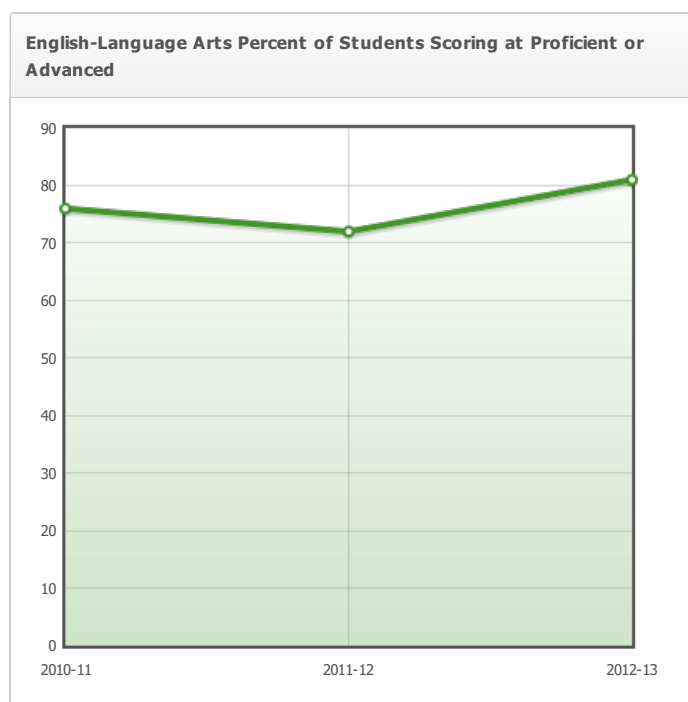
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

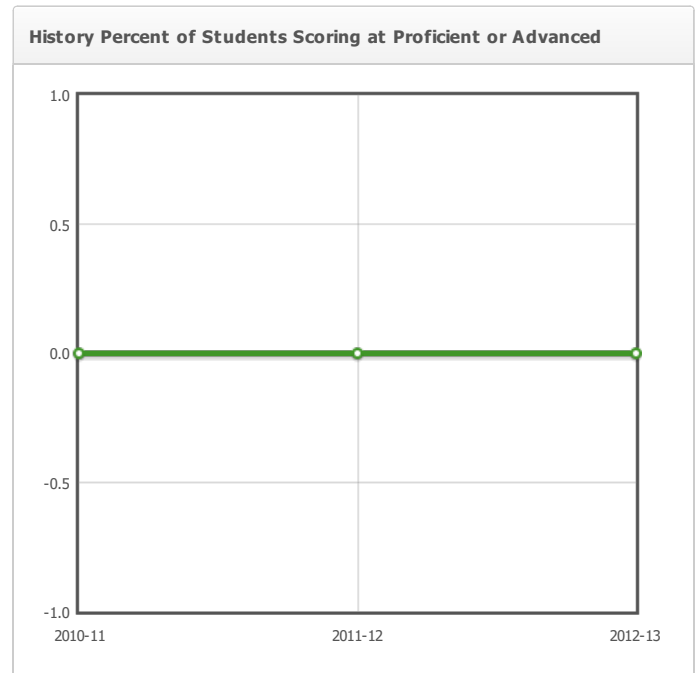
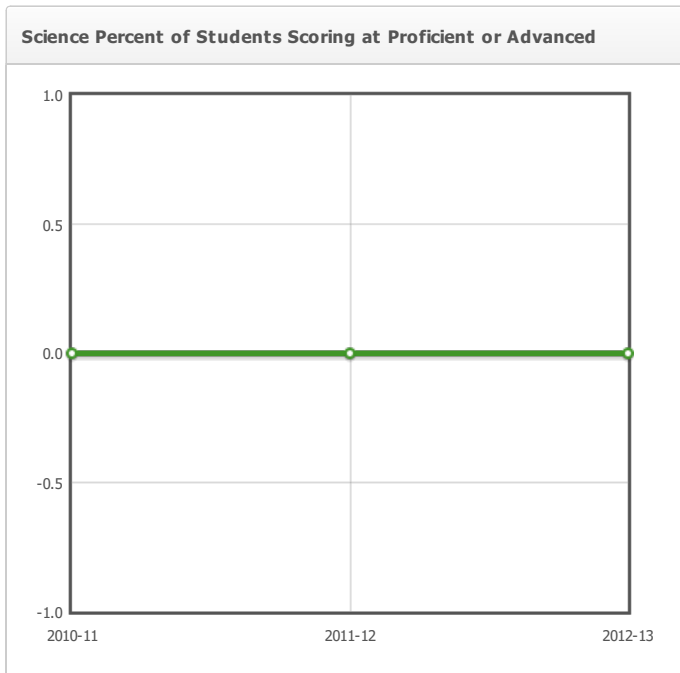
Standardized Testing and Reporting Results for All Students - Three-Year

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	76%	72%	81%	84%	85%	86%	54%	56%	55%
Mathematics	84%	84%	85%	85%	87%	88%	49%	50%	50%
Science	N/A	N/A	N/A	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	81%	85%	N/A	N/A
Male	80%	85%	N/A	N/A
Female	83%	86%	N/A	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	100%	100%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	39%	53%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	89%	93%	N/A	N/A
Two or More Races	90%	86%	N/A	N/A
Socioeconomically Disadvantaged	26%	32%	N/A	N/A
English Learners	26%	53%	N/A	N/A
Students with Disabilities	N/A	N/A	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

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	9	9
Similar Schools	4	2	1

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	-13	27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	14	-21	35
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	223	927	2,074	944	4,655,989	790
Black or African American	4		41	784	296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	18	990	144	988	406,527	906
Filipino	1		6		121,054	867
Hispanic or Latino	35	723	299	832	2,438,951	744
Native Hawaiian or Pacific Islander	1		24	815	25,351	774
White	136	967	1,330	969	1,200,127	853
Two or More Races	28	967	226	964	125,025	824
Socioeconomically Disadvantaged	18	641	133	745	2,774,640	743
English Learners	20	685	152	783	1,482,316	721
Students with Disabilities	7		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	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	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	Not in PI	
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	%

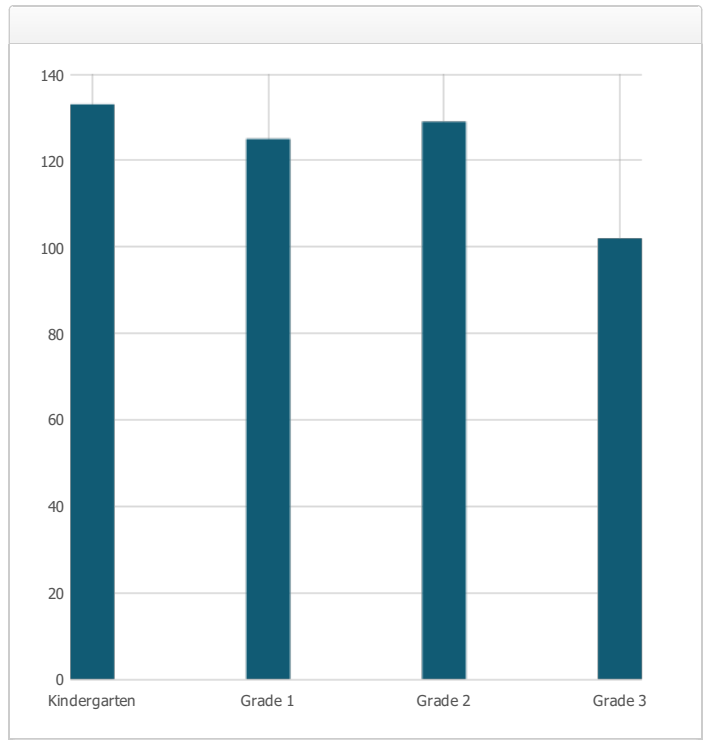
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/22/2014

School Climate

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

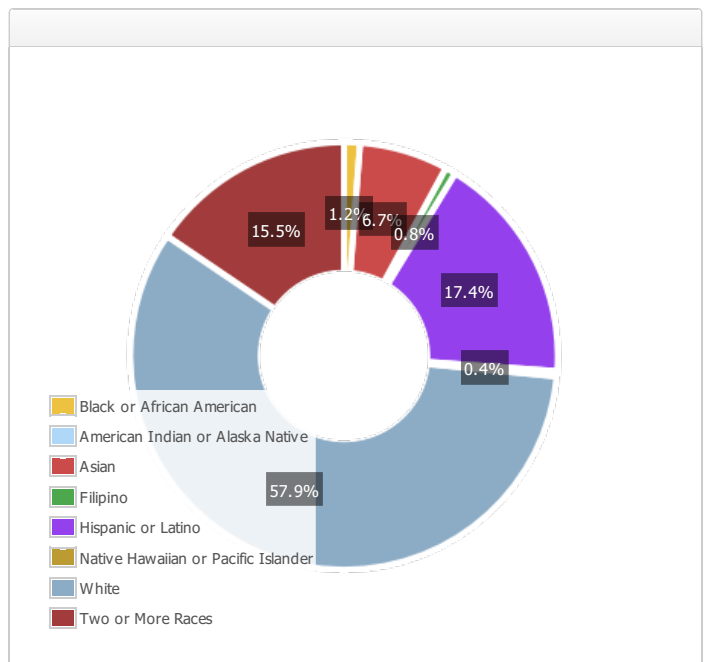
Grade Level	Number of Students
Kindergarten	133
Grade 1	125
Grade 2	129
Grade 3	102
Total Enrollment	489



Last updated: 1/22/2014

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

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	6.7
Filipino	0.8
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.4
White	57.9
Two or More Races	15.5
Socioeconomically Disadvantaged	6.7
English Learners	12.5
Students with Disabilities	3.5



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	21.8	4	2	0	22.2	3	3	0	54.0		5	2
1	22.6	1	4	0	22.5	2	4	0	47.0	1	5	2
2	20.3	4	0	0	21.5	3	1	0	46.0	1	4	2
3	19.6	5	0	0	19.2	5	0	0	34.0	4	1	1
4												
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)

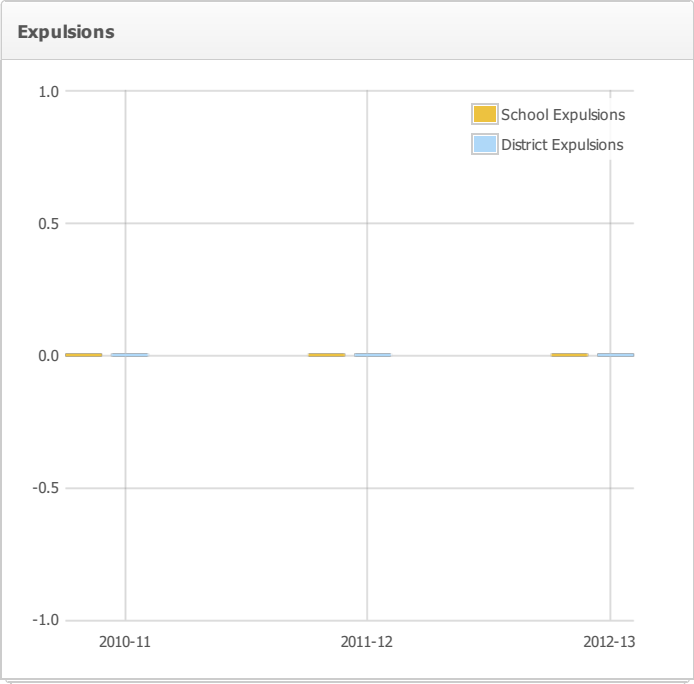
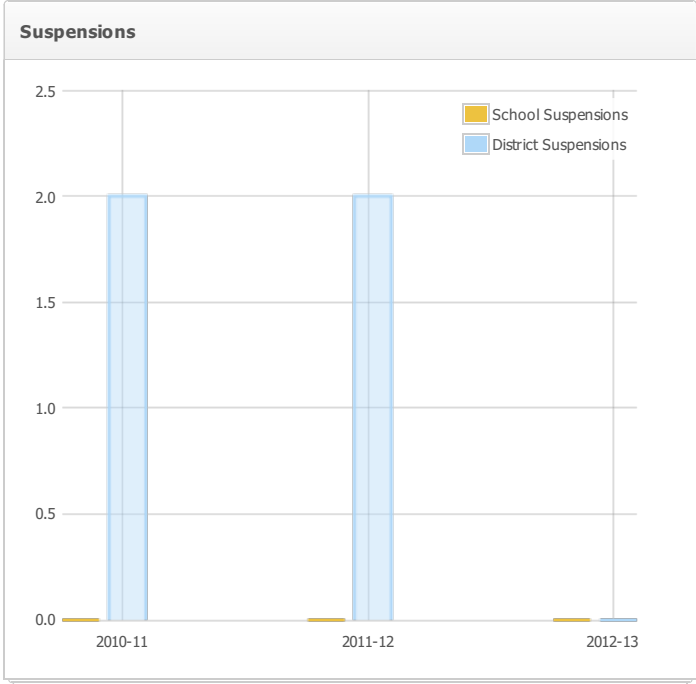
The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site 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	0.00	0.40	0.01	2.00	2.20	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)

Laurel School has 23 classrooms, a music room, an art room, a multipurpose room, a "mini multi," a library, a computer lab, and an administration building. The main campus is approximately 60 years old. A major renovation of the facility was completed in 1999, and as a result, all classrooms are wired for internet, phone and cable TV. In 2006, the community approved a \$91.1 million bond measure to improve district facilities.

From 2008-2011, Laurel School completed modernization and site improvements that were not completed with the last Bond measure, and two new classroom pod buildings and three specialist classrooms were constructed to replace aging portables.

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 custodial crew conduct an annual walk-through 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 repairs 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)

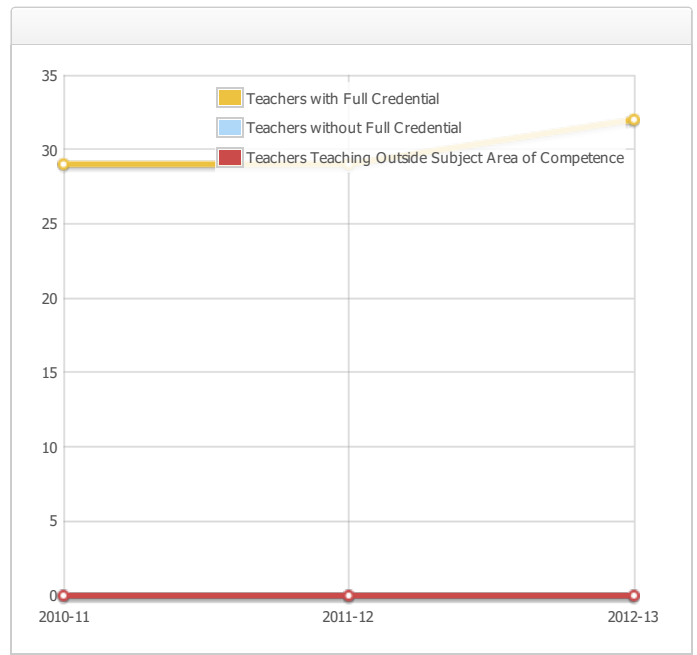
Overall Rating	Good
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Last updated: 1/28/2014

Teachers

Teacher Credentials

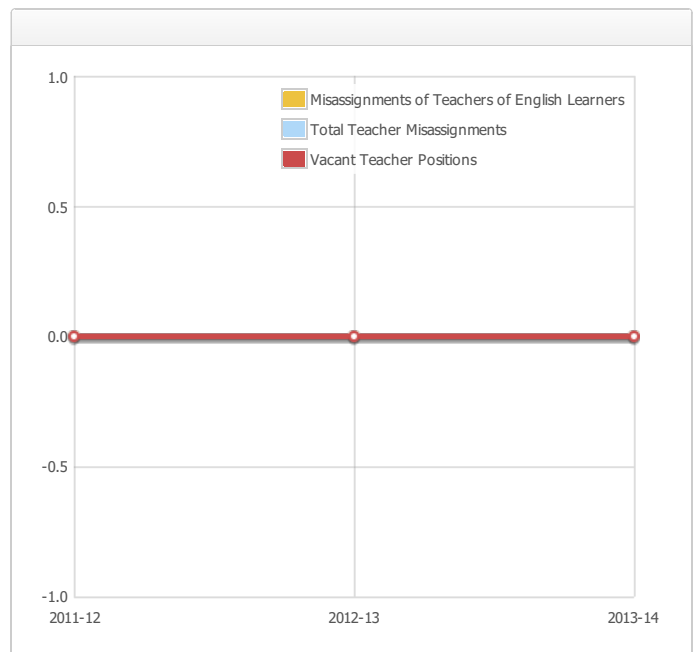
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	29	29	32	181
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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)	0.4	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	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 ('02)	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)		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)		0.0
Visual and Performing Arts	K-5 SILVER BURDETT MUSIC, Silver Burdett & Ginn	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

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	\$6,603	\$823	\$5,780	\$89,789
District	N/A	N/A	\$7,467	\$90,271
Percent Difference – School Site and District	N/A	N/A	22.59%	1.34%
State	N/A	N/A	\$5,537	\$66,594
Percent Difference – School Site and State	N/A	N/A	4.39%	34.83%

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)

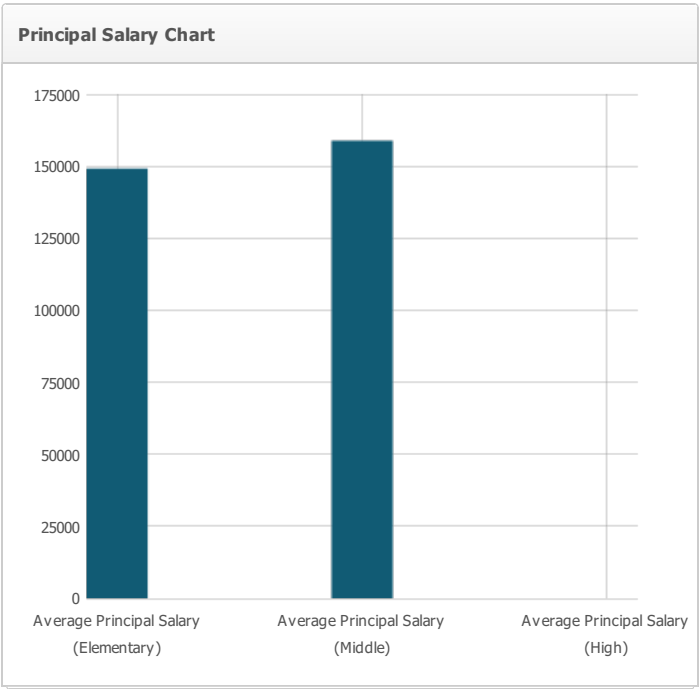
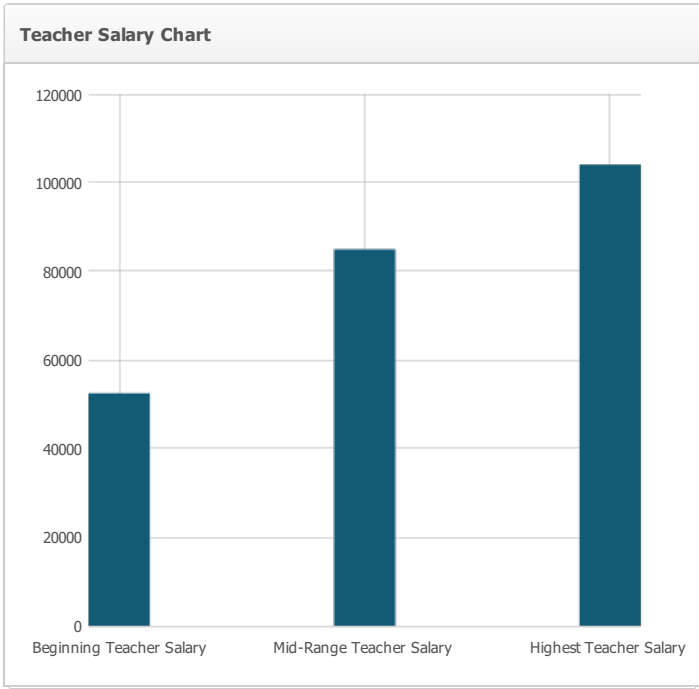
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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: 1/27/2014

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.

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