

Oak Knoll Elementary

David Ackerman, Principal

Principal, Oak Knoll Elementary

About Our School

Welcome to Oak Knoll School! As you walk onto our campus, you will notice the focus is on the whole child. Learning is not limited to our classrooms, but is accessible everywhere on campus. You will see children of various ages working together and learning from each other. You will see students who love to read, as evidenced by the large number of students who stroll around book in hand. In the halls, you will hear children as young as five playing violin, or classes of kids engaged in a debate, or small groups of students discussing their reading.

If you glance into the open doors of our classrooms, you will observe students using technology as a learning tool, students engaged in dynamic lessons, and individual students sitting with their teachers receiving targeted instruction. In the Science Lab you will see students working hands-on with experiments and asking and answering scientific questions. You will notice students taking the initiative in tending our school garden, planting seeds, and caring for the chickens. You will see students running the broadcast studio that produces the KNOL morning news and will watch the student tech crew doing sound checks behind the scenes at school-wide assemblies and performances.

At recess, you will find children self-directed and participating in various games, sports and other activities, such as visiting our bustling school library. During this time, you might also notice groups of kids in the Gaga (Israeli dodge ball) pit, which students advocated for, designed according to geometric principles, and then built during math classes.

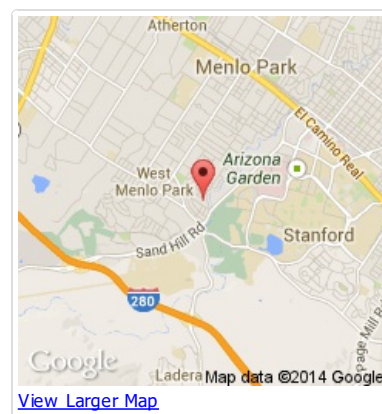
Oak Knoll is a big school of over 700 students that feels small, personal and focused on its mission: every child an exemplary scholar, a valued friend, and a courageous citizen. Smart is not something you are; smart is something you get through hard work. This slogan epitomizes the school's Mindset philosophy. We teach Dr. Carol Dweck's "Mindset" research to our students and parents. They understand that intelligence is not an asset determined at birth, and that the brain is pliable and capable of amazing accomplishments with practice and perseverance. Oak Knoll believes in the power of relationships. We have implemented specific strategies for building long-term student/ teacher relationships. Teachers tutor every student in the classroom who has not yet reached proficiency. Tutoring is designed around academic goals and is also used as a critical time to deepen relationships.

Developing exemplary scholars may be impossible without focusing on the whole child. We also emphasize students becoming valued friends and courageous citizens as part of our school mission. We keep rules to a minimum, emphasize self-directedness and creativity, and dig deeply into yearly school themes designed to build citizenship. We believe in restorative discipline (there has not been a school suspension in 4 years). Our fervent belief in inclusion for students with disabilities has helped create an appreciation and celebration of unique differences. As we take our students on this educational journey, we emphasize strategies that develop a deep sense of compassion and confidence. As one student put it, "I love how you can try new things here and nobody makes fun of you."

Contact

1895 Oak Knoll Ln.
Menlo Park, CA
94025-6120

Phone: 650-854-4433
E-mail: dackerman@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	Oak Knoll Elementary
Street	1895 Oak Knoll Ln.
City, State, Zip	Menlo Park, Ca, 94025-6120
Phone Number	650-854-4433
Principal	David Ackerman, Principal
E-mail Address	dackerman@mpcsd.org
County-District-School (CDS) Code	41689656044176

District	
District Name	Menlo Park City Elementary
Phone Number	(650) 321-7140
Web Site	http://www.mpcsd.org
Superintendent First Name	Dr.
Superintendent Last Name	Maurice Ghysels
E-mail Address	villasenor@mpcsd.org

Last updated: 1/28/2014

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

Oak Knoll School, located 40 miles south of San Francisco in the city of Menlo Park, is one of the four schools in the Menlo Park City School District. Enrollment is approximately 725 students in Kindergarten through Grade 5. The school staff includes 35 regular education teachers, one librarian, two Special Education teachers, two Reading Specialists, one Resource specialist, one Speech and Language specialist, an art, music, and a PE teacher, and two administrators. Part-time staff includes psychologist and nurse, band and orchestra teachers. The staff is supported by a school secretary, two clerks, and twelve classroom aides.

Oak Knoll has a small minority population: 17% of the total student body. The Oak Knoll community values education, and therefore, less than 1% of our students are absent without excuse daily. Oak Knoll School is dedicated to providing a quality educational program for all students. It is our mission to inspire students to achieve at high levels and to investigate questions of interest. It is our goal to create a school where children are inspired: inspired to learn, inspired to create, and inspired to take risks. We wish to create a school where learners are continually awed by the wonder and joy of learning. Oak Knoll values excellence, compassion, cooperation, creativity, love, determination and joy.

Last updated: 1/23/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parents regularly volunteer at Oak Knoll School to provide teacher instructional support and to coordinate special projects and activities planned by staff or by the Parent-Teacher Organization. Back-to-School and Open House evenings draw 90-95% of our parents.

PTO membership is over 95%. Through annual family events such as the Family Feasts, and the Otter Run, the PTO provides for community involvement in the school, and contributes thousands of dollars yearly to support school programs. An after school sports program in basketball is coordinated by the PTO.

Community organizations provide support for Oak Knoll. The Menlo Park Police Department cooperates with staff in presenting safety and drug information to students. The Menlo Park Fire Department makes safety inspections, conducts monthly fire drills, and instructs students in fire safety.

Oak Knoll supports its community through its service squads and the Caring & Sharing Committee of the PTO. Students participate in food/clothing drives, Earth Day celebrations, paperback book drives, and recycling. The students participate in a yearly in classroom and school wide service projects

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.

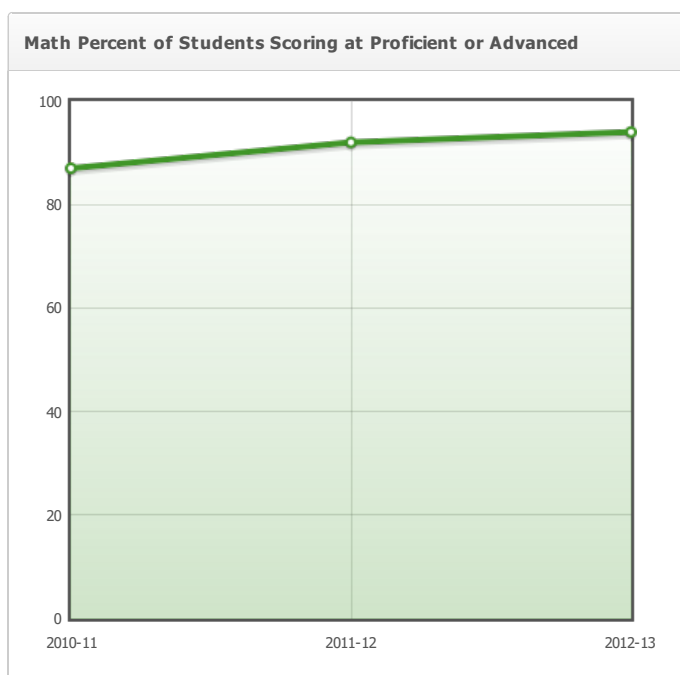
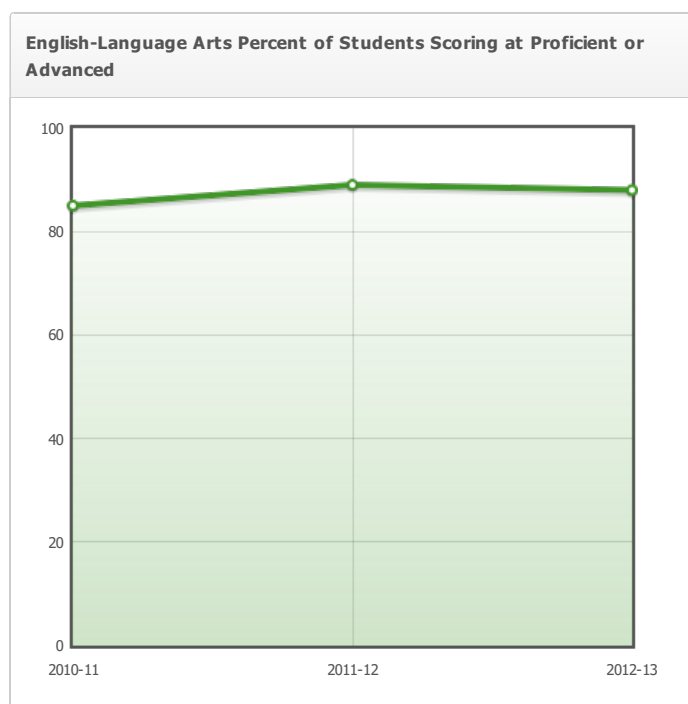
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

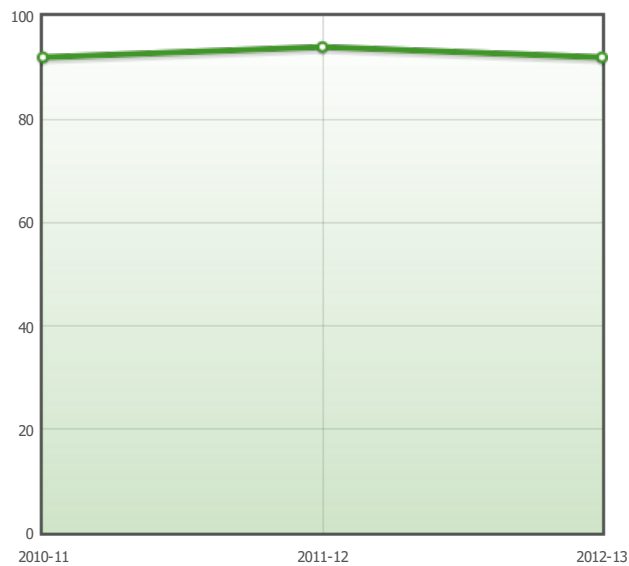
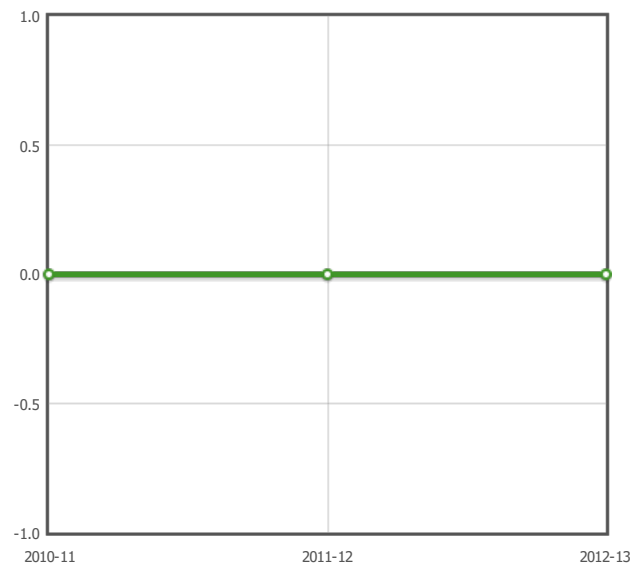
Standardized Testing and Reporting Results for All Students - Three-Year

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	85%	89%	88%	84%	85%	86%	54%	56%	55%
Mathematics	87%	92%	94%	85%	87%	88%	49%	50%	50%
Science	92%	94%	92%	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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

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	88%	94%	92%	N/A
Male	86%	95%	94%	N/A
Female	90%	93%	90%	N/A
Black or African American	42%	58%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	94%	94%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	72%	85%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	91%	96%	93%	N/A
Two or More Races	95%	97%	N/A	N/A
Socioeconomically Disadvantaged	53%	68%	N/A	N/A
English Learners	64%	82%	N/A	N/A
Students with Disabilities	65%	73%	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	12.4%	30.6%	39.7%
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	7	6	8

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	2	17	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-4	10	-1
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	489	961	2,074	944	4,655,989	790
Black or African American	12	808	41	784	296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	34	980	144	988	406,527	906
Filipino	0		6		121,054	867
Hispanic or Latino	46	894	299	832	2,438,951	744
Native Hawaiian or Pacific Islander	8		24	815	25,351	774
White	351	971	1,330	969	1,200,127	853
Two or More Races	38	982	226	964	125,025	824
Socioeconomically Disadvantaged	21	828	133	745	2,774,640	743
English Learners	37	873	152	783	1,482,316	721
Students with Disabilities	40	858	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	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	%

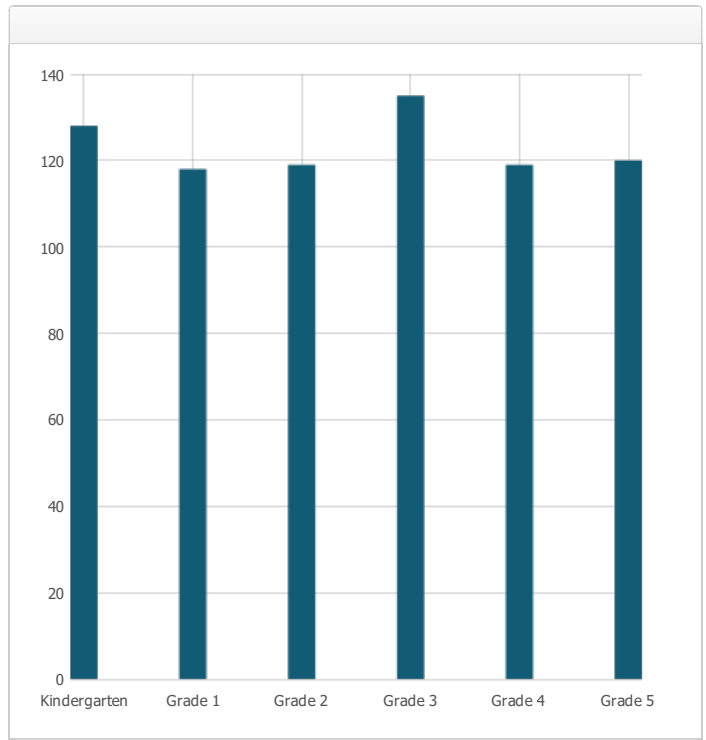
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/22/2014

School Climate

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

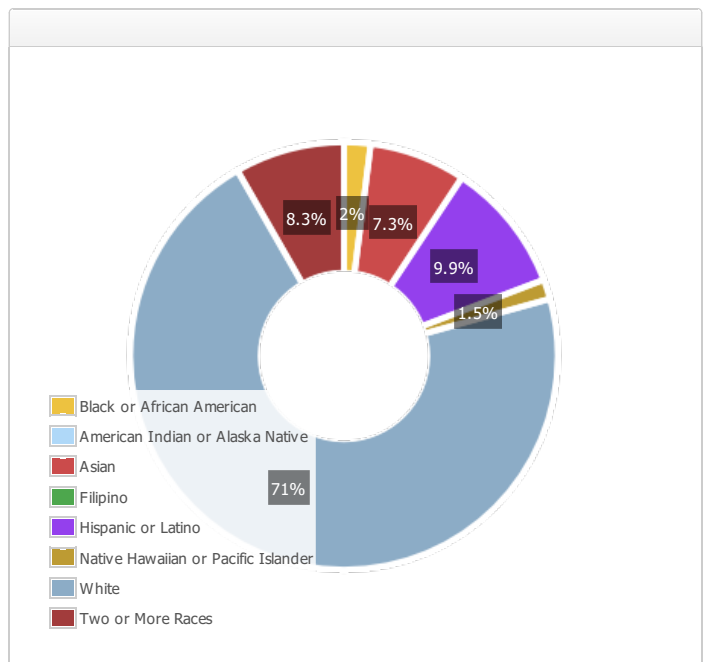
Grade Level	Number of Students
Kindergarten	128
Grade 1	118
Grade 2	119
Grade 3	135
Grade 4	119
Grade 5	120
Total Enrollment	739



Last updated: 1/22/2014

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

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	7.3
Filipino	0.0
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	1.5
White	71.0
Two or More Races	8.3
Socioeconomically Disadvantaged	3.9
English Learners	9.2
Students with Disabilities	5.4



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	20.7	6	0	0	18.6	5	0	0	34.0	8	4	3
1	20.5	6	0	0	19.6	8	0	0	22.0	11		1
2	20.0	5	0	0	22.2	4	1	0	20.0	9	2	2
3	17.6	5	0	0	20.8	6	2	0	31.0	7	5	2
4	25.8	0	4	0	23.0	1	2	0	32.0	6	3	2
5	26.0	0	4	0	26.5	0	4	0	32.0	6	4	2
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)

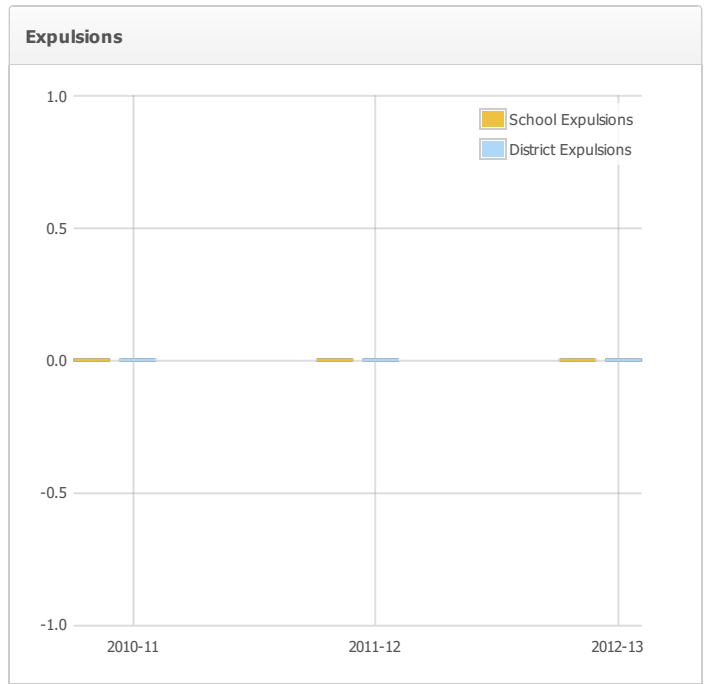
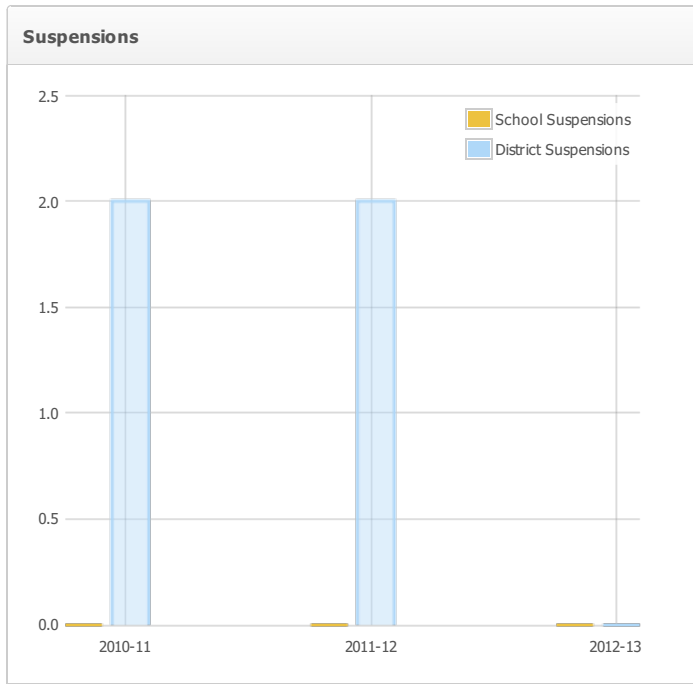
The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site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

Oak Knoll School has 36 classrooms, a multipurpose room, a library, music and art facilities and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2010. 12 new classrooms and a new multipurpose facility opened in September 2010. The field, playground, and parking lots were all replaced during the modernization work. Windows, door and hardware were replaced throughout the existing school.

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 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)

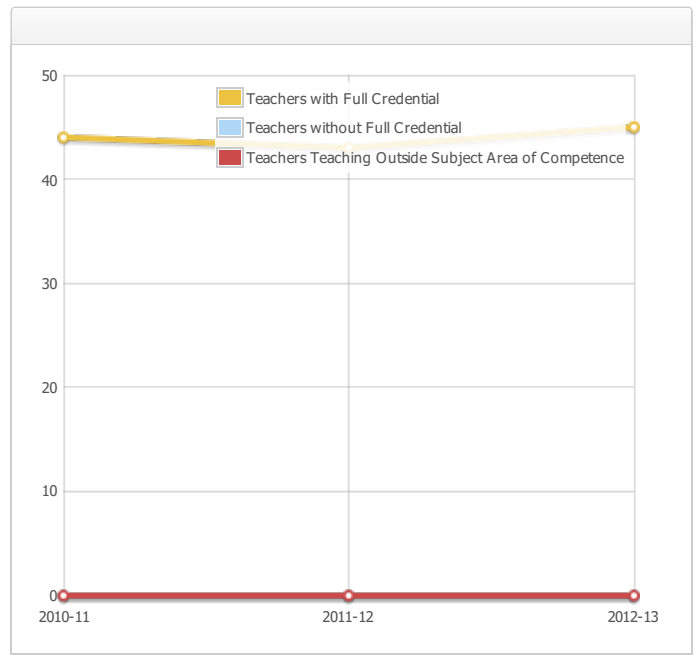
Overall Rating	Good
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Last updated: 1/28/2014

Teachers

Teacher Credentials

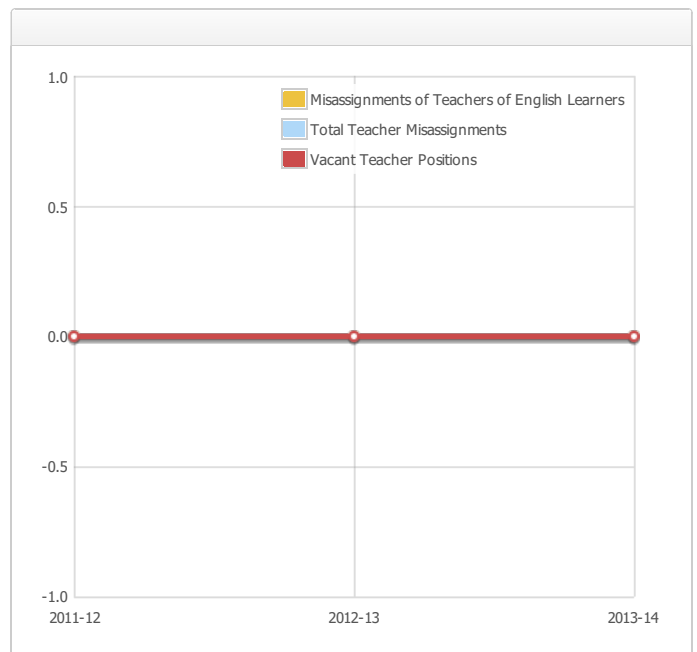
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	44	43	45	181
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1.0	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)	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	K-5 SILVER BURDETT MUSIC, Silver Burdett & Ginn	Yes	0.0
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	\$6,074	\$1,502	\$4,572	\$90,495
District	N/A	N/A	\$7,467	\$90,271
Percent Difference – School Site and District	N/A	N/A	38.77%	0.56%
State	N/A	N/A	\$5,537	\$66,594
Percent Difference – School Site and State	N/A	N/A	17.43%	35.89%

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)

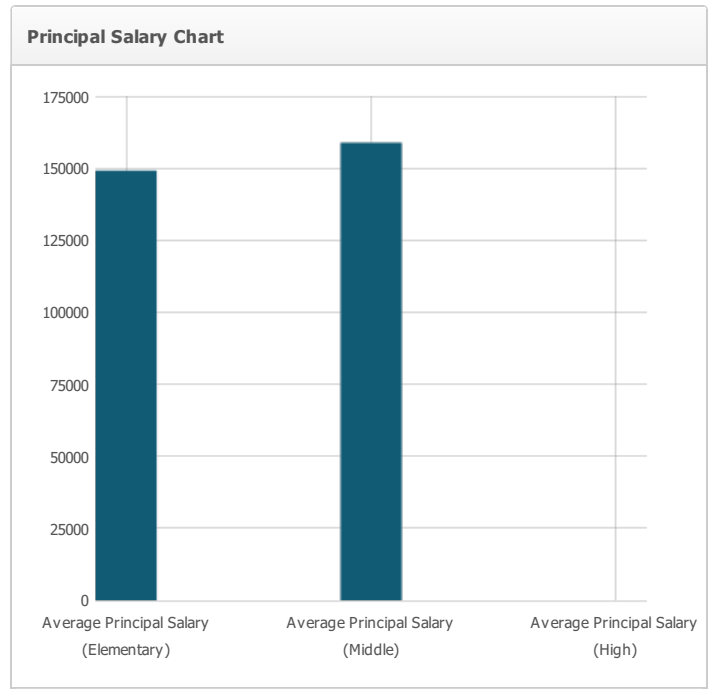
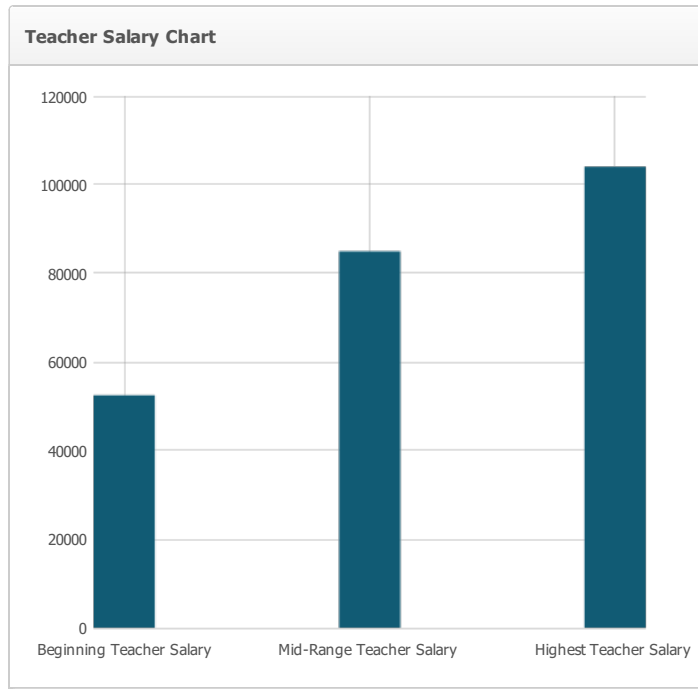
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and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