

Laurel Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Linda Creighton, Principal

Principal, Laurel Elementary

About Our School

Laurel School is a high performing school serving students from kindergarten through fifth grade. A brand-new, state of the art building will house Laurel's third, fourth, and fifth grade students as of this fall, 2016. Also, we were just awarded with a 2016 National Blue Ribbon School Award for being an "Exemplary High Performing School." Fewer than .05% of all schools in California (just 34 schools in the entire State) received the 2016 National award!

Laurel School consistently perform in the top tier of all schools in the state (CA Distinguished School Award recipient for 2012 and 2014), and maintain an environment where we personally know, challenge, and celebrate each individual child. We have seven classes of Spanish Immersion (90-10 model) K-4, allowing some Laurel students to learn all academics in the Spanish language. For our kindergarten, first, and second grade students in English-Only classrooms, Spanish is offered three days each week in twenty minute sessions. At Laurel, the staff, parents, administration and students maintain positive interdependent relationships, ensuring Laurel School is the "best place to spend your childhood."

We pay attention to reading, writing and math for our formative 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. To support our writing instruction, all teachers are regularly trained in the Writing Workshop model, and we contract with Teachers College at Columbia University to provide onsite coaching ten days each year. In addition, we have an on-site literacy coach who models for and provides feedback to teachers in both Reading and Writing Workshop.

This year, we began implementing Project Based Learning at Laurel. Through the PBL model, teachers engage all learners in enriching social studies and science units that cover immigration, civics, economics, and learning about the constitution. Our science aide supports teachers in preparing for hands-on FOSS 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. The Menlo Park Atherton Education Foundations donations help make these specialist programs possible. One evening a year, our specialist team puts on a "Specialist Showcase" for parents and students to experience the amazing programs together. Parent volunteers teach Art in Action in each classroom and a year-end Art Show showcases the pieces students created with Laurel's Art Specialist and also pieces from Art in Action.

Social-emotional development is equally as important to the Laurel Community as the core academic subject areas. Led by our full time school counselor, we have a comprehensive PBIS program, with clearly articulated rules. In our weekly announcements, students and classrooms are given special recognition for successful rule following. 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.

Each classroom has a Smart Board or LCD TV and access to a class set of laptops and iPads; in K, 1st, and 2nd grade, each classroom has six iPads to support learning. The third through fifth graders regularly use iPad airs and Chromebooks to practice keyboarding and engage in online learning programs. Supported by an Instructional Technology Coach, teachers regularly integrate technology into their lessons to engage students, promote creative thinking, problem solving and boost achievement.

I am honored to be working with such a motivated and positive community of families and educators. The entire Laurel Staff takes great pride in making our school exceptional for all students.

Linda Creighton

Laurel School Principal

Contact

*Laurel Elementary
95 Edge Rd.
Atherton, CA 94027-2254*

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About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Menlo Park City Elementary	School Name	Laurel Elementary
Phone Number	(650) 321-7140	Street	95 Edge Rd.
Superintendent	Maurice Ghysels, Ed.D.	City, State, Zip	Atherton, Ca, 94027-2254
E-mail Address	mghysels@mpcsd.org	Phone Number	650-324-0186
Web Site	www.mpcsd.org	Principal	Linda Creighton, Principal
		E-mail Address	lcreighton@mpcsd.org
		County-District-School (CDS) Code	41689656044168

Last updated: 12/20/2016

School Description and Mission Statement (School Year 2016-17)

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."

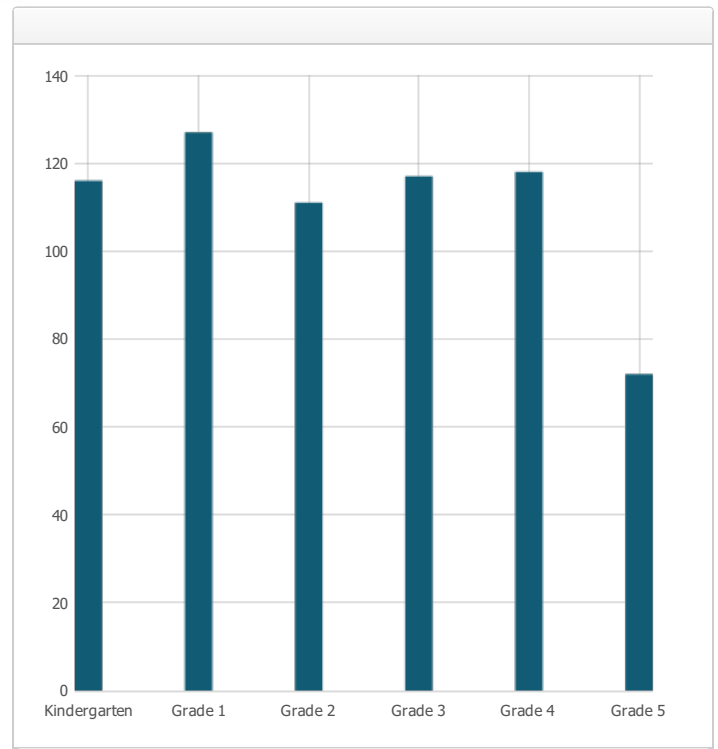
We live by our Laurel School Vision: ***"The best place to spend your childhood! We are confident students, passionate teachers, and an involved community."***

Laurel School is located in a residential area in Atherton, two blocks from Menlo Atherton High School, serving kindergarten through fourth grade students. The school staff includes; 25 regular education classroom teachers, an EL specialist teacher, two reading specialists, one librarian, one music teacher, one counselor, and two site administrators. Part-time staff includes: an Art Specialist, a Physical Education Specialist, and two Learning Specialists (RSP teachers).

Last updated: 12/20/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	116
Grade 1	127
Grade 2	111
Grade 3	117
Grade 4	118
Grade 5	72
Total Enrollment	661



Last updated: 12/20/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.0 %
Asian	7.4 %
Filipino	1.1 %
Hispanic or Latino	17.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	37.5 %
Two or More Races	10.9 %
Other	24.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.9 %
English Learners	10.0 %
Students with Disabilities	7.6 %
Foster Youth	0.0 %

Last updated: 12/20/2016

A. Conditions of Learning

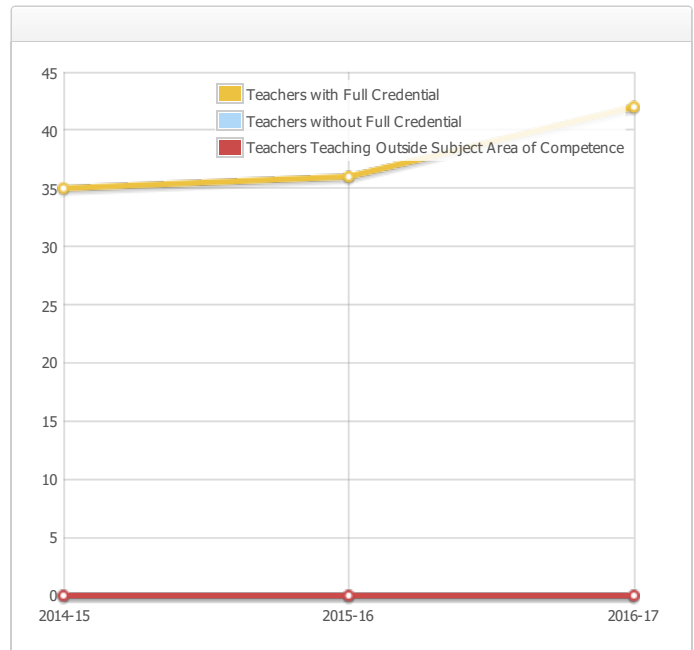
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

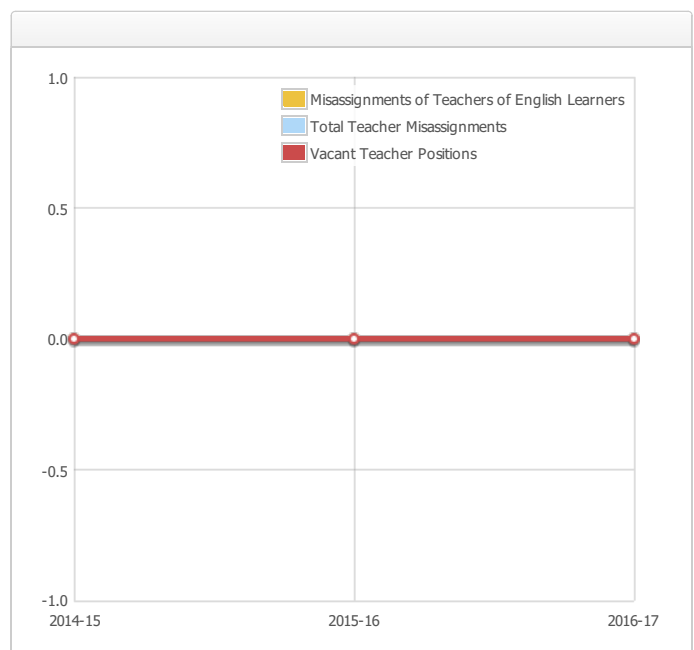
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	35	36	42	206
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/22/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 12/22/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 12/22/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA/McGraw Hill: SRA/Open Court Reading, K-5 SRA/McGraw Hill: SRA/Foro Abierto, K-5	No	0.0 %
Mathematics	Houghton Mifflin Harcourt: California Math Expressions, K-5, English and Spanish Houghton Mifflin Harcourt: California Big Ideas Math Common Core Advanced 1, 5th	Yes	0.0 %
Science	Delta Education: California FOSS, K-5 as listed below: FOSS Kindergarten: Trees, Wood and Paper, Animals 2x2 FOSS First Grade: Solids & Liquids, Plants and Animals, Air and Weather FOSS Second Grade: Pebbles, Sand & Silt, Balance and Motion, Insects and Plants FOSS Third Grade: Structures of Life, Sun, Moon and Stars, Matter and Energy FOSS Fourth Grade: Environments, Solid Earth, Magnetism and Electricity FOSS Fifth Grade: Water Planet, Mixtures & Solutions, Living Systems	Yes	0.0 %
History-Social Science	Harcourt School Publishers: Reflections, California Series, K-5 Harcourt School Publishers: Reflexiones, California Series, K-5	Yes	0.0 %
Foreign Language			0.0 %
Health	Committee for Children: Second Step, K-2 Lions-Quest: Skills for Growing, 3-5	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Laurel School is one school across two campuses. Our Lower Campus, which houses K-2 students is located on 95 Edge Road in Atherton and 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 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.

In the summer of 2014, the District did a volunteer seismic and roofing project to ensure student safety in the classrooms that were built in the 1950's.

In 2014, MPCSD community passed the Measure W bond, which funded the construction of Laurel's Upper Campus on 275 Elliott Drive in Menlo Park. This campus includes 16 classrooms, 3 speciality classrooms, library, administration, gym, stage, and collaborations areas. The school opened on October 17, 2017. The school also includes playground, hardcourt, and grass field.

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 2015-16 budget the District set aside about \$600,000 district wide to 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. Construction of the new school building was completed in fall 2016, and now houses Laurel's 3rd, 4th and 5th graders.

Last updated: 12/21/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	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	Fair	Most of the electrical issues were related to lighting. Work orders have been created to make the repairs needed.
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

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	81.0%	--	82.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	79.0%	--	81.0%	--	36.0%	--

Note: Percentages are not calculated 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: 12/20/2016

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	114	97.4%	83.3%
Male	56	54	96.4%	85.2%
Female	61	60	98.4%	81.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	71.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	60	98.4%	83.3%
Two or More Races	21	21	100.0%	90.5%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	30.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	72	94.7%	77.8%
Male	37	37	100.0%	73.0%
Female	39	35	89.7%	82.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	57.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	79.4%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 12/20/2016

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	116	99.2%	84.5%
Male	56	55	98.2%	89.1%
Female	61	61	100.0%	80.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	64.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	61	100.0%	85.3%
Two or More Races	21	21	100.0%	90.5%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	30.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	73	96.1%	69.9%
Male	37	37	100.0%	64.9%
Female	39	36	92.3%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	73.5%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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.

State Priority: Pupil Engagement

Last updated: 12/22/2016

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

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

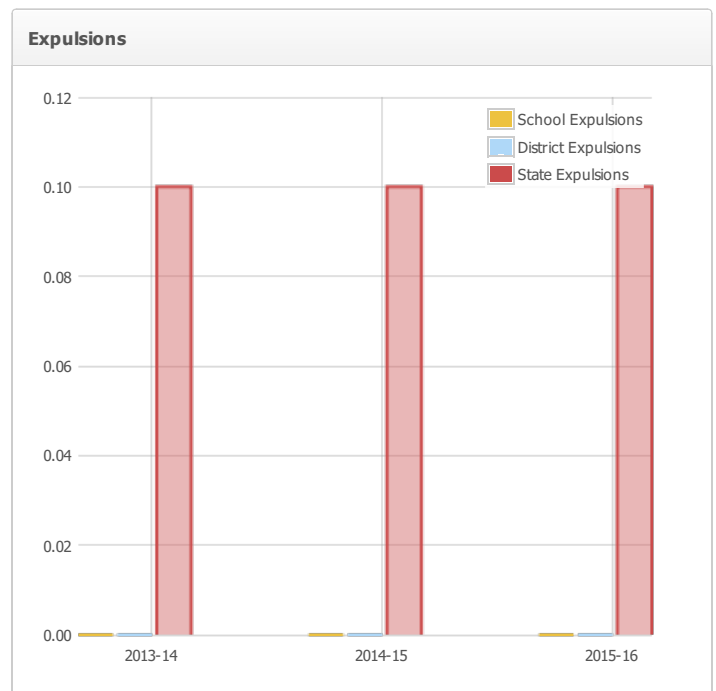
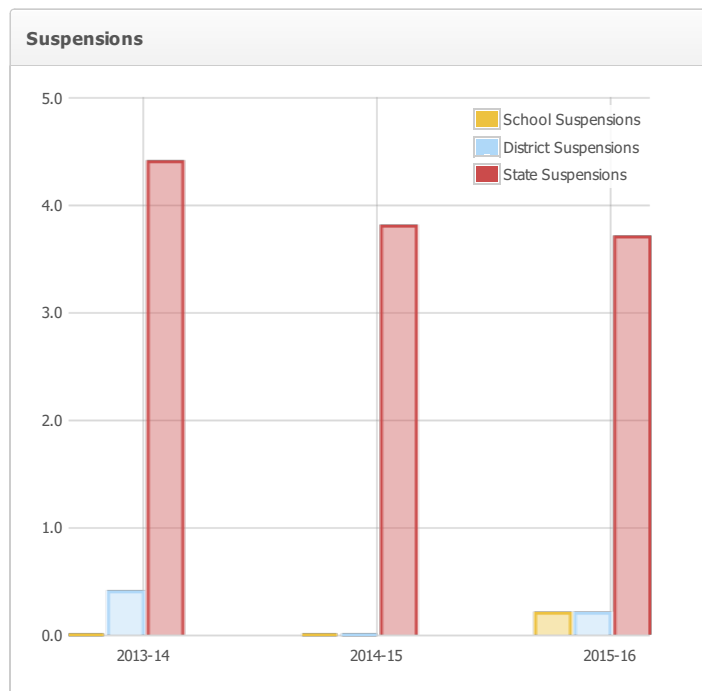
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.2	0.4	0.0	0.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 12/22/2016

School Safety Plan (School Year 2016-17)

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: 12/22/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	19.0	6	1		22.0		5		22.0		5	
1	15.0	7	1		21.0	2	4		23.0		5	
2	21.0	2	4		19.0	6			21.0		6	
3	20.0	3	3		19.0	4	2		19.0	6		
4									25.0		3	
5												
6												
Other												

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

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells 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: 1/10/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7894.2	\$762.1	\$7132.1	\$97486.0
District	N/A	N/A	\$8426.3	\$100890.0
Percent Difference – School Site and District	N/A	N/A	-15.4%	-3.4%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	25.6%	36.1%

Note: Cells with N/A values do not require data.

Last updated: 1/5/2017

Types of Services Funded (Fiscal Year 2015-16)

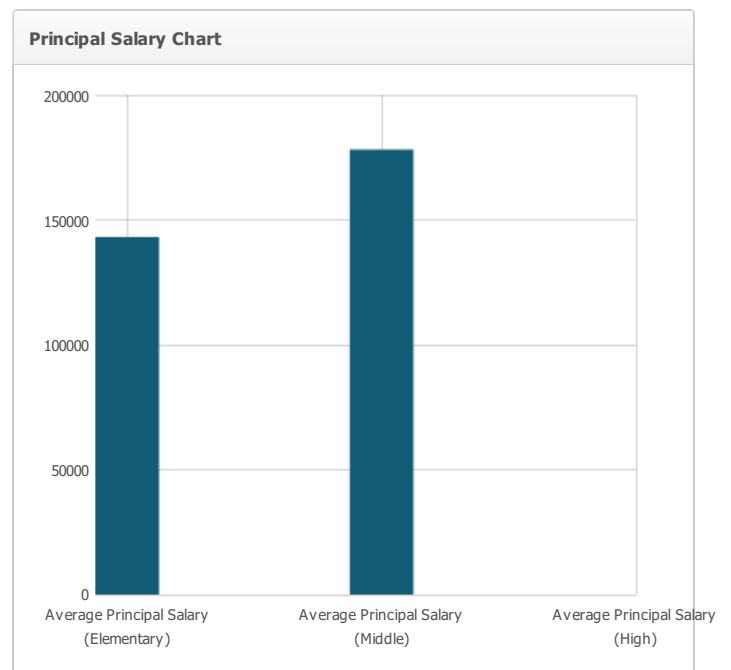
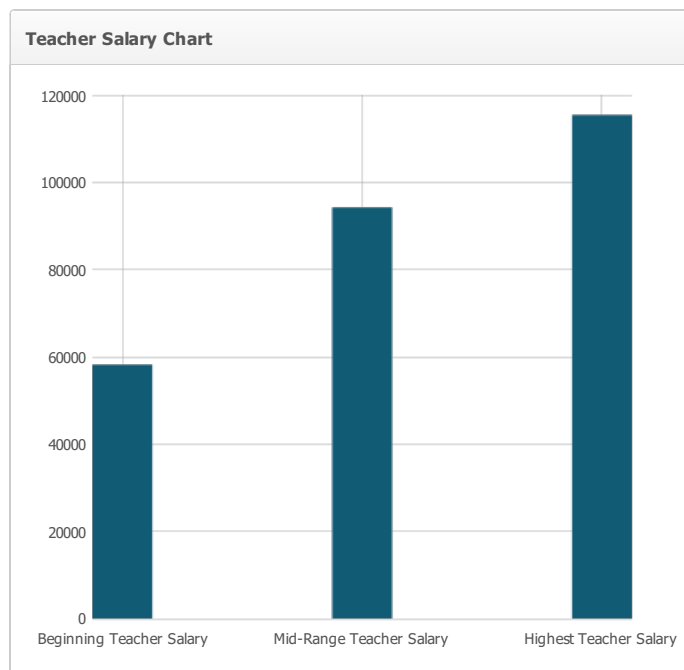
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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: 1/4/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,207	\$44,507
Mid-Range Teacher Salary	\$94,237	\$68,910
Highest Teacher Salary	\$115,437	\$88,330
Average Principal Salary (Elementary)	\$143,154	\$111,481
Average Principal Salary (Middle)	\$178,141	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$229,468	\$169,821
Percent of Budget for Teacher Salaries	44.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/4/2017

Professional Development

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 continued workshops designed by our teachers for their peers where our teachers can share their expertise.

Last updated: 12/20/2016