Encinal Elementary School

195 Encinal Ave. • Atherton, CA 94027-3102 • (650) 326-5164 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Menlo Park City School District
181 Encinal Avenue
Atherton, CA, 94027
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District Governing Board

Stacey Jones

Mark Box

David Ackerman

Sherwin Chen

Scott Saywell

District Administration

Erik Burmeister
Superintendent

Sharon Burns
Principal

School Description

Encinal Elementary School, located in Atherton, California is a public elementary school serving a diverse group of approximately 635 students from grades K to 5 composed of 12% ELL, 6% IFEP, and 3% RFEP students. Encinal offers a variety of services, supports, and learning experiences and has strong parent support through an active Parent Teacher Organization (PTO). Just over 11% of our student population are English Language Learners speaking a myriad of world languages. Encinal Elementary received the California Distinguished School Award in 2017 for significant improvement in state assessments in mathematics for students with disabilities, low SES, and hispanic/latino students. A spotlight on Encinal School was featured in San Mateo County's "Achievement in Motion" report highlighting best practices for student achievement. Encinal School also received an Exemplary Visual and Performing Arts Award for our work in art, theatre, dance, and music.

We know that Encinal is a powerful learning community with a proud history. We are also a school that is consistently reflecting and learning, setting our sights on new ways to best serve our students. As we head into 2020, we are taking the opportunity to take stock of the best of who we are today and who we want to be in this next decade. We are currently revising our mission statement and we are developing a learner profile that will highlight the critical skills we believe our students will need to thrive now and and in the next decade. We aim to launch our new mission by January 2020.

The K-5 Spanish Immersion strand at Encinal is one of the most distinctive aspects of the school. Students enter the program in kindergarten and learn in Spanish every year through fifth grade. Continuing our efforts to embrace cultural diversity and expand our focus on global understanding, our K-5 World Language Spanish FLES program also includes three Cultural Arts week celebrations throughout the year.

Students from neighboring communities are welcomed into the school via the Tinsley Volunteer Transfer Program, part of the San Mateo County Office of Education.

Encinal is especially proud of is its full inclusion Learning Centers that provides services to students with significant physical and learning needs. Students, who are given instruction through our two fully staffed classrooms, receive support from a team of occupational and speech therapists, one-on-one assistance, the school counselor, and school administration.

Encinal teaches social emotional learning (S.E.L) for all students through our robust S.E.L program. Each year Encinal focuses on three themes. This year we are highlighting inclusion, gratitude, perseverance through lessons in each classroom, assemblies and workshops, and messaging on ENTV. Themes are determined each year based on prior student climate survey data and through parent input from PTO, School Site Council and our annual parent survey. In addition to the year long themes, all students are taught how to resolve conflicts peacefully through tools such as the "Go to 5", "Talk-it-Out" and the Four Square Apology. We will continue deepening understanding and implementation of Restorative Practices through classroom community circles and on-site staff development. Monthly Awesome Me assemblies highlight students who are following the Encinal Way: using kind words, including others, and caring about how others feel.

In alignment with Common Core Standards and Next Generation Science Standards, Encinal established our ENspired Lab in 2017. Now in it's third year, our makers space provides integrated learning activities and new technology that include science, technology, engineering, math and art learning experiences. This year we adding sewing machines and mobile carts. We continue our annual ENgineering Week that also brings in many parent volunteers to assist.

At the core of all of our work is Encinal's commitment to close our achievement gap and to continue our equity work.

Encinal uses ParentSquare as a secure and safe school-home communication network that is Children's Online Privacy Protection Act (COPPA) compliant. Parents will see posts (messages, photos, calendar items, event sign-ups, etc.) from their children's teachers and school administrators. In addition, teachers use Seesaw as a digital learning platform where parents can view and comment upon their child's work.

In addition to the core academic subjects, all students attend enrichment classes in world language music, art, library, PE, and a wide selection of after school activities. All students learn music, PE, and art from credentialed teachers. 4th and 5th grade students are provided the opportunity to begin instruction in string or band instruments. Students demonstrate their learning several times a year through music performances including the Winter Sing, Spring Musical, and Encinal's Talent Show. The PTO also a variety of after school activities ranging from chess and cooking to Mandarin and Lego Club. Encinal students receive a great well-rounded education!

The students also receive a variety of opportunities to participate in many community field trips sponsored by the PTO. Fifth graders get a rare look at the life of an ancient mariner with the ship trip aboard the Balcutha, a ship built in 1886 and presently docked in San Francisco's famous Fisherman's' Wharf. Later in the year, the Fifth Graders also experience the diverse environment of California's wilderness by participating in the YMCA Outdoor School at Camp Jones Gulch. Other grades also visit great sites such as the California Academy of Science, Sanchez Adobe, Marine Science Institute and Hidden Villa Farm.

About the SARC

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	111
Grade 2	107
Grade 3	111
Grade 4	87
Grade 5	89
Grade 8	1
Total Enrollment	601

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	15.5
Filipino	0.5
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	1.8
White	50.7
Two or More Races	10.5
Socioeconomically Disadvantaged	11
English Learners	10.8
Students with Disabilities	9.2
Foster Youth	0.2
Homeless	0.2

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 for Encinal Elementary	17-18	18-19	19-20
With Full Credential	45	40	41
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Menlo Park City School District	17-18	18-19	19-20
With Full Credential	♦	♦	183
Without Full Credential	♦	♦	0.5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Encinal Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5 Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5 Adelante!, Benchmark Education, K-5, ELA Spanish Immersion Words Their Way, Pearson, K-5 Leveled Literacy Intervention, Fountas and Pinnell, K-5 ENGLISH LEARNERS EL: English 3D, California Edition, K-5 ELD Links, Lingual Learning, K-5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	California Math Expressions, Houghton Mifflin, K-5 Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	CALIFORNIA FOSS, Delta Education, as listed below:
	Trees, FOSS, K
	W ood and Paper, FOSS, K
	Animals 2x2, FOSS, K
	Solids and Liquids, FOSS, 1
	Plants and Animals, FOSS, 1
	Air and W eather, FOSS, 1
	Pebbles, Sand and Silt, FOSS, 2
	Balance and Motion, FOSS, 2
	Insects and Plants, FOSS, 2
	Structures of Life, FOSS, 3
	Sun, Moon and Stars, FOSS, 3
	Matter and Energy, FOSS, 3
	Environments, FOSS, 4
	Solid Earth, FOSS, 4
	Magnetism and Electricity, FOSS, 4
	W ater Planet, FOSS, 5
	Mixtures and Solutions, FOSS, 5
	Living Systems, FOSS, 5
	The textbooks listed are from most recent adoption: Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Reflections, California Series, Harcourt School Publishers, K-5
	Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5
	The textbooks listed are from most recent adoption: Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Second Step, Committee for Children, K-2
	Skills for Growing, Lions-Quest, 3-5
	Puberty Talks, Health Connected,
	The textbooks listed are from most recent adoption: Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Encinal School campus includes a large playfield and blacktop area, classrooms, an art room, two multipurpose rooms, and a science lab, as well as administration and conference areas. W ith support from our community, Encinal School was fully modernized in 2000. In 2006, the community approved a $91.1 million bond measure to improve district facilities. In the fall of 2010, a new state of the art fourth and fifth-grade complex was completed at Encinal School, the final phase of the campus reconfiguration to become a K- 5 school. The new work consisted of multipurpose building and new classrooms. In addition, existing classrooms saw further modernization with new windows, doors, and upgraded FA system. In the summer of 2014 the carpet in 7 classrooms was replaced and in the summer of 2015 carpet, ceiling and lighting upgrades are planned for another 7 classrooms as part of our on-going modernization efforts. The Encinal campus also includes a sizable school garden. Each class maintains a plot throughout the year. Garden lessons are coordinated with the California State Standards for the grade level and managed with the help of parent volunteers. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct regular walk-throughs to identify and prioritize necessary maintenance projects. The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repair are given the highest priority. Cleaning standards for all schools in the district have been established. The Principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets monies aside for long-term maintenance projects. The district's complete maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2019

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	(Room 20, 17 9, C1, Library) Lights need to be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls Restroom in Admin Building: need to fix faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Music Room - Ceiling tiles need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	83	84	84	50	50
Math	79	84	81	83	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.6	11.4	64.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	272	96.11	83.46
Male	152	146	96.05	80.82
Female	131	126	96.18	86.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	33	94.29	90.91
Filipino	--	--	--	--
Hispanic or Latino	52	50	96.15	64.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	145	96.67	91.03
Two or More Races	32	30	93.75	86.67
Socioeconomically Disadvantaged	30	29	96.67	58.62
English Learners	37	34	91.89	73.53
Students with Disabilities	24	24	100.00	41.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	274	96.82	83.94
Male	152	148	97.37	82.43
Female	131	126	96.18	85.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	97.06
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	54.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	145	96.67	91.03
Two or More Races	32	30	93.75	93.33
Socioeconomically Disadvantaged	30	30	100.00	46.67
English Learners	37	36	97.30	63.89
Students with Disabilities	24	24	100.00	41.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
ENCINAL PARENT SUPPORT ORGANIZATIONS (PTO AND MPAEF)
Encinal is supported by two great organizations: the Parent Teacher Organization and the Menlo Park-Atherton Educational Foundation. "Approximately 90% of the funding for our schools comes from local sources: including property taxes, parcel taxes, and your support of two crucial organizations – the Menlo Park-Atherton Education Foundation (MPAEF) and each school's Parent Teacher Organization (PTO)."(mpcsd.org)

Our PTO and MPAEF continuously plan for and fund incredible programs and activities that enrich the lives of our students. Every year our PTO funds school assemblies, cultural diversity events, environmental education, family science night, garden, classroom field trips, student agendas and folders, the children's musical, noon time activities, Kinder art, Encinal's garden, Book Faire, spirit wear, August kinder socials, recess equipment, 5th grade graduation picnic, classroom library books, first day welcome back coffee, and health and safety equipment to name a few. The teachers host a celebratory Volunteer Luncheon each spring where all parent volunteers are honored and awards are given for outstanding volunteer service. Parents sign up to volunteer at various events through our home-school communication tool. This communication tool also provides two way communication in the parents' preferred language.

The PTO and MPAEF hold yearly support drives and appreciate the support of the community. To learn more about opportunities to join or support these great organizations go to encinal.mpcsd.org and go to the PTO menu.

Parents are invited to participate in our annual school site survey that requests feedback on areas of strength and areas of growth for the site. Survey results help to inform the school site initiatives for the following year.

Our Social Emotional Parent Advisory Team, Parent Teacher Organization, Families de Encinal (held in Spanish), School Site Council and our English Language Advisory Council continue to keep parent engagement at the forefront of all our work. Our annual AugustNew Family Orientation event helps transition any new family to Encinal School.

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.

School Safety Plan
Encinal's Emergency Site Operation and Safety Plan is updated annually through the office of the Associate Principal and approved by our School Site Council. Our latest school safety plan was approved October 2019. This Emergency Plan addresses Encinal School's planned responses to emergency situations associated with emergencies and/or disasters. It is designed to be read, understood, and exercised prior to an emergency and integrated into the Standardized Emergency Management System (SEMS). A parent safety meeting that highlighted our school plan was held December 4, 2020 in collaboration with Atherton PD.

The plan has been written to encompass most potential emergency situations on school grounds. Situations may occur where standard methods and practices may be modified for such circumstances. Nothing contained in the plan should be interpreted as an obstacle to the experience, initiative, and/or ingenuity to adapt to the complexities which exist under emergency conditions. Site and Classroom Hazard surveys are conducted at the beginning of each school year.

Encinal School follows the San Mateo County "Big Five" of immediate actions. Big Five Protocols are posted next to all classroom doors and throughout the campus. Encinal School conduct drills every year in order to be prepared for a situation where this is a dangerous person on campus or in the neighborhood. Drills are scheduled with our School Resource Officer from the Atherton Police Department. Our Student and Parent Handbook is provided to each parent at the beginning of the school year and includes an outline of the Big Five Protocols as well as school rules and behavior expectations. All staff review these protocols at the beginning of the school year and all teachers review the rules and expectations with students at the start of each new school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	601.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.8

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	2		22		5		20	4	2	
1	22	3	3		22	1	4		23	3	2	
2	22		4		23		5		21	3	2	
3	22	1	3		22		4		22	4	2	
4	22	1	4		23	1	3		22		5	
5	21	2	4		22	1	5		23	4	1	
Other**	9	1			9	2			8	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

MPCSD and Encinal School believe strongly in the development of our greatest resource - our teachers, Instructional Assistance and Paraeducators!

Student achievement data and site and district initiatives determine the scope and sequence of professional development. In addition, our teachers also attend workshops, conferences, and model school site visits throughout the year. Instructional coaches also support student learning through ongoing coaching of our teachers. Instructional assistance and para educators also receive professional development on such things reading strategies and Handle with Care protocols. Yard duty staff and IA will participate in restorative practices professional development this year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,855	$49,378
Mid-Range Teacher Salary	$98,524	$77,190
Highest Teacher Salary	$120,689	$96,607
Average Principal Salary (ES)	$155,372	$122,074
Average Principal Salary (MS)	$160,002	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$223,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9110	1884	7226	111616
District	N/A	N/A	9683	$106,986.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.1	4.2
School Site/ State	-3.8	35.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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 enhance our instructional Programs. We also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counseling, 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ 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.