

School Accountability Report Card

Issued Spring 2015 for Academic Year 2013–14

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), the district is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Sandburg Elementary School

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Geoffrey Martin, Principal

School Description and Mission Statement

Sandburg Elementary is a beautiful neighborhood campus located in the heart of Mira Mesa. We are a K–5 traditional-track school currently serving around 750 students. We take pride in the diverse ethnic cultures represented by our students, with approximately 30 different languages other than English spoken in our homes. We honor our diversity by flying the flags of 31 nations in our center court.

All classroom teachers are certified to teach English learners and are compliant under the Elementary and Secondary Education Act. We have 30 general education teachers, 10 of whom are certified Gifted and Talented Education (GATE) teachers, three educational specialists, and one speech and language pathologist. Three of our teachers are National Board–certified. We also have a part-time counselor, psychologist, and nurse on our instructional team. Our current Academic Performance Index (API) score of 909 is well above the state target of 800.

Sandburg's learning environment is driven by rigorous academic standards and is focused on student learning through our commitment in adhering to grade-level state standards and expecting all students to reach their academic and social potential. By collaboratively analyzing the standards, utilizing units of inquiry, emphasizing writing with academic language, engaging mathematical reasoning, and using twenty-first-century technology, we are able to create a year-long educational plan that meets the needs of all students.

The mission of Sandburg Elementary is to create a learning environment in which students progress, socially and intellectually, by having a focused instructional program enriched with technology, a commitment to self-esteem enhancement, and solid teaching practices. This will be accomplished through our strong home, school, and business cooperation.

Contents

Data and Access.....	2
About This School.....	2
Conditions of Learning.....	2
Student Outcomes.....	5
Engagement.....	7
Other Information.....	8
Adequate Yearly Progress.....	8
Federal Intervention Program.....	8
Average Class Size and Class Size Distribution.....	9
Academic Counselors and Other Support Staff Members.....	9
Expenditures per Pupil and School-Site Teacher Salaries.....	9
Types of Services Funded.....	10
Teacher and Administrative Salaries....	10
Professional Development.....	10
Appendix: Adopted Texts and Instructional Materials.....	11



Data and Access

Most of the data in this SARC are from the 2013–14 school year or the two preceding years (2011–12 and 2012–13). Graduation, dropout, and fiscal data are from 2012–13. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2014–15 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 2, 2013
Kindergarten	108
1	144
2	137
3	124
4	116
5	103
Total	732

Student Enrollment by Group (2013–14)

Student Group	Number of Students	Percentage of Enrollment
African American	21	2.9
Asian	33	4.5
Filipino	91	12.4
Hispanic	119	16.3
Indochinese	151	20.6
Native American	3	0.4
Pacific Islander	5	0.7
White (Not Hispanic)	174	23.8
Two or More Races	135	18.4
Socioeconomically disadvantaged	248	33.8
English learners	223	30.5
Students with disabilities	66	9.0

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers*	School			District
	2012-13	2013-14	2014-15	2014-15
With full credential and teaching in subject area	n/a	39	29	4,684
With full credential but teaching outside subject area	n/a	n/a	n/a	n/a
Without full credential	n/a	0	0	214
Total	n/a	39	29	4,898

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2014-15, the most current data are reported.

Indicator*	2012-13		2013-14		2014-15	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of teachers of English learners	0	0	0	0	0	N/A
Total teacher misassignments	0	0	0	0	0	N/A
Vacant teacher positions	0	0	0	0	0	N/A

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2013-14)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be "highly qualified." In general, ESEA requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	100.00	0.00
All schools in district	97.94	2.06
High-poverty schools in district	97.70	2.30
Low-poverty schools in district	98.92	1.08

Quality, Currency, and Availability of Textbooks and Instructional Materials (2014–15)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2014.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	Yes	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2014–15)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at www.sandi.net/page/1624.

School Facility Conditions and Planned Improvements (2014–15)

Sandburg opened in 1975 and is in excellent condition. The grounds are well maintained by our custodial staff and the landscape department, and are adorned with gardens and planters. Character banners and the P.A.W.S. Club motto, “Positive Attitudes Will Succeed,” are displayed throughout the center court to serve as reminders of our overall standards of excellence and expectations for student performance. There is no graffiti present on any building, and efforts are continuously being made to encourage students not to litter. School facilities are all up-to-date and provide adequate space for students and the staff. Recent improvements provided by the community include exterior painting in the center court and playground. The district repaired electrical systems and our fire and intrusion alarms, and improved access for the physically disabled. Also, a permanent lunch-court structure has been constructed. At the beginning of the 2013–14 school year, our parking lots and playground were re-paved and the exterior buildings were all painted.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status.

Date of most recent inspection: 12/2/2014

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/exterior			✓		lights out - replaced
Restrooms/fountains		✓			
Safety: Fire safety/hazardous materials		✓			
Structural: Damage, roofs		✓			
External: Playground, gates, fences		✓			
Overall Rating: 96.50%		✓			

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and its predecessor, the Standardized Testing and Reporting (STAR) program.
- Academic Performance Index (API)
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP: Science—Three-Year Comparison

The following table shows the percentage of students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) on the CAASPP over the most recent three-year period. Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
5, 8, & 10	89	88	88	64	63	66	60	59	60

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

CAASPP: Science—By Student Group, 2013–14

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	66
All students at this school	88
Male	88
Female	89
African American	—
Asian	88
Filipino	75
Hispanic	93
Native American	—
Pacific Islander	—
White (not Hispanic)	88
Two or More Races	100
Socioeconomically Disadvantaged	78
English Learners	86
Students with Disabilities	78

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR Program Results

The Standardized Testing and Reporting (STAR) program was last administered in the 2012–13. It was superseded in January 2014 by the California Assessment of Student Performance and Progress (CAASPP). STAR scores were ranked according to five “performance levels”: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years the STAR was administered. Statewide data are rounded to the nearest percentage point.

STAR: English–Language Arts

Grade Level	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
2	78.3	82.6	83.2	58.9	59.8	59.7	56	58	56
3	67.9	68.8	72.3	49.4	52.5	50.0	46	48	45
4	89.9	88.9	83.5	68.2	68.9	68.2	64	67	65
5	75.4	86.5	76.6	65.8	67.0	65.6	59	63	60

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR: Mathematics

Grade Level	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
2	80.2	84.8	82.4	66.3	64.8	66.6	66	64	65
3	86.0	86.7	87.3	69.0	72.7	70.6	68	69	66
4	87.3	88.8	91.7	71.6	70.5	75.6	71	71	72
5	82.0	83.7	84.4	65.0	65.7	68.2	63	65	65

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API website at www.cde.ca.gov/ta/ac/ap/.

API 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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools. For 2013–14 and subsequent years, the statewide and similar schools rankings will no longer be produced.

API Rank	2010–11	2011–12	2012–13
Statewide	10	9	9
Similar Schools	9	8	6

API Growth by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: An asterisk (*) means that the student group is not numerically significant for the years shown, “B” means the school did not have a valid 2012–13 API base and therefore will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information. A dash (—) means that no data were available.

Student Group	Actual API Change		
	2010–11	2011–12	2012–13
All Students at the School	13	-1	-10
African American	*	*	*
Asian	-2	9	-16
Filipino	*	*	*
Hispanic	-11	35	-25
Native American	*	*	*
Pacific Islander	*	*	*
White (not Hispanic)	18	-6	4
Two or More Races	*	*	*
Socioeconomically Disadvantaged	31	-7	-13
English Learners	5	12	-14
Students with Disabilities	*	*	*

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California Physical Fitness Test Results (2013–14)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.5	17.6	40.2

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parents are invited to participate in Sandburg's Site Governance Team, School Site Council, Parent Teacher Association (PTA), Sandburg Foundation, Dads' Club, at special events, and in classrooms.

If you want to get involved, please contact Asfia Duggan, PTA president, at asfiaq@yahoo.com.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

Type of Action		2011–12			2012–13			2013–14		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	6	12,693	n/a	2	10,362	n/a	9	9,222	n/a
	Rate/100 students	0.82	3.00	n/a	0.26	2.85	n/a	1.23	2.65	n/a
Expulsions	Number	0	210	n/a	0	207	n/a	0	212	n/a
	Rate/100 students	0.00	<0.05	n/a	0.00	<0.05	n/a	0.00	<0.05	n/a

School Safety Plan (2014–15)

Last Review/Update: October 2, 2013

Last Discussed with Staff: October 28, 2013

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The school is maintained in a safe and orderly manner. To provide safe arrivals and departures for students at Sandburg, we have a well-functioning School Safety Patrol and traffic circle. The principal, staff members, building services supervisor, and parent volunteers also help monitor and supervise students during arrival and departure times. We also conduct Monday morning assemblies to help reinforce and identify the behaviors and actions of students that promote safety and self-discipline. Finally, we have implemented an on-campus policy for visitors, a dismissal policy, and have reduced the number of access points to the school.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

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 English–language arts (ELA) and mathematics
- Percentage proficient on the state's standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

Note: Because students in grades 3 through 8 participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California that exempts elementary and middle schools from receiving a 2014 AYP Report. For 2014, only high schools and schools that enrolled students in grades 9–12 twelve on October 2, 2013, received an AYP Report.

Federal Intervention Program (2014–15)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts 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. Detailed information about PI identification and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009–10
Year in PI*		3+
Number of Schools Currently in Program Improvement [†]		154
Percentage of Schools Currently in Program Improvement [†]		68.4

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

[†] Includes charter schools.

Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2011–12				2012–13				2013–14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	23	1	5	0	25	0	6	0	18	2	4	0
1	23	2	4	0	21	1	6	0	21	1	6	0
2	26	0	5	0	22	0	6	0	23	1	5	0
3	26	0	4	0	25	0	5	0	21	1	5	0
4	28	0	4	0	36	0	0	3	29	0	4	0
5	37	0	0	3	30	0	4	0	26	1	1	2

Academic Counselors and Other Support Staff Members (2013–14)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (Librarian)		
Library Media Services Staff (Paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (Non-Teaching)		
Other (Specify)		

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2012–13)

This table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,498	\$791	\$4,707	\$68,402
District (excludes charter schools)			\$5,047	\$66,082
Difference: School Site and District (%)			-6.7	3.5
State			\$4,690	\$70,720
Difference: School Site and State (%)			0.4	-3.3

Types of Services Funded (Fiscal Year 2013–14)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district’s budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$38,347	\$41,761
Mid-Range Teacher Salary	\$58,269	\$66,895
Highest Teacher Salary	\$78,416	\$86,565
Average Principal Salary (Elementary School Level)	\$108,101	\$108,011
Average Principal Salary (Middle School Level)	\$109,653	\$113,058
Average Principal Salary (High School Level)	\$119,228	\$123,217
Superintendent Salary	\$245,192	\$227,183
Percentage of Budget for Teachers’ Salaries	40%	38%
Percentage of Budget for Administrative Salaries	5%	5%

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	K–6	<i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin	2003	2002–03
History–Social Science	K–5	<i>California Reflections</i> , Harcourt School Publishers	2007	2007–08
History–Social Science	6	<i>Holt CA Social Studies: World History Ancient Civilizations</i> , Holt Rinehart and Winston	2006	2007–08
Mathematics	K–5	<i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson	2009	2010–11
Mathematics	6	<i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning	2015	2014–15
Science	K–5	<i>Full Option Science System (FOSS)</i> , Delta Education	2007	2008–09
Science	6	<i>California Focus on Earth Science</i> , Pearson Prentice Hall	2008	2008–09