

Mission Estancia Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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/fg/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 at <http://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.

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|----------------------------|----------------------------------------------------------------|
| School Name | Mission Estancia Elementary |
| Street | 3330 Calle Barcelona |
| City, State, Zip | Carlsbad, CA 92009-9319 |
| Phone Number | (760) 943-2004 |
| Principal | Lisa McColl |
| E-mail Address | lisa.mccoll@eusd.net |
| Web Site | www.eusd.net/me |
| CDS Code | 37 68080 6108534 |

| District Contact Information | |
|-------------------------------------|--------------------------------------------|
| District Name | Encinitas Union Elementary School District |
| Phone Number | 760.944.4300 |
| Superintendent | Timothy Baird |
| E-mail Address | timothy.baird@eusd.net |
| Web Site | www.eusd.net/pages/default.aspx |

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

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Although located in the city of Carlsbad, Mission Estancia Elementary is actually one of nine schools in the impressive Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and Mission Estancia has also been recognized as a National Blue Ribbon School.

We offer a full academic program from kindergarten through sixth grade to approximately 500 students. Our rigorous curriculum, focus on high quality instructional delivery and enrichment opportunities, support us in fulfilling the mission of creating 21st century citizens. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, science enrichment, music and performing arts, physical education, garden science and digital literacy. Students are also involved in SOAR (Sharing Our Acceptance and Responsibility), SWPPP(Storm Water Pollution Prevention Program), Energy Teams, and a Film Guild.

The teachers and staff are dedicated to continuous improvement, ensuring the academic success of every student and providing a safe and productive learning experience. We also offer a variety of choices for after school enrichment including second languages, Fit Kids, art enrichment, etc. . For struggling students, we provide intervention assistance both during the day and before/after school through the research-based programs Leveled Literacy Intervention, ReadWorks.org, small group reading, Read Naturally , and Fountas and Pinnell. For students on the cusp of grade level proficiency, we provide support to ensure they maintain skills for continued

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 59 |
| Grade 1 | 79 |
| Grade 2 | 65 |
| Grade 3 | 66 |
| Grade 4 | 84 |
| Grade 5 | 90 |
| Grade 6 | 94 |
| Total Enrollment | 537 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 7.1 |
| Filipino | 0.6 |
| Hispanic or Latino | 14.2 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 69.8 |
| Two or More Races | 5.4 |
| Socioeconomically Disadvantaged | 7.4 |
| English Learners | 5.2 |
| Students with Disabilities | 14.9 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | 24 | 24 | 22 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments * | 0 | 0 | |
| Vacant Teacher Positions | 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.

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 | 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 | 0.0 | 0.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: 11/22/16

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|------------------------------------------------------------|----------------------------|-----------------------------------------------|
| Reading/Language Arts | Houghton Mifflin (K-5) 2003 McDougal Littell (6) 2002 | Yes | 0 |
| Mathematics | Scott Foresman-Addison Wesley 2009 | Yes | 0 |
| Science | Houghton Mifflin 2007 | Yes | 0 |
| History-Social Science | Harcourt 2006 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Estancia Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in 1990 and currently include the media center, multi-purpose room, staff lounge, 29 permanent classrooms, two playgrounds and a beautiful school garden used by both students and the school community. Facility information in this report was current as of June 2013. Mission Estancia replaced five portable classrooms for five permanent structures. Additionally, a wing of the new structure serves as the new library that better supports the demands of the technology than the previous location.

District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance has indicated that 100% of all toilets on school grounds are in working order.

All schools within the Encinitas Union School District will have various site upgrades during the next 3-5 years based on the Capital Facilities and Technology Plan submitted as a component of Proposition P that was passed by the voters in November 2010.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Year and month of the most recent FIT report: February, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|-------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Year and month of the most recent FIT report: February, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: February, 2016 | | | | |
|--------------------------------------------------------------|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

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 (grades 3-8 and 11) | | | | | |
|---------------------------------------|----------------------------------------------------------------------------------|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 79 | 78 | 71 | 76 | 44 | 48 |
| Mathematics | 75 | 77 | 69 | 72 | 34 | 36 |

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.

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

| Student Group | Grade | Number of Students | | Percent of Students | |
|-----------------------------------|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 67 | 67 | 100.0 | 59.7 |
| | 4 | 85 | 83 | 97.7 | 83.1 |
| | 5 | 88 | 86 | 97.7 | 77.9 |
| | 6 | 95 | 94 | 99.0 | 87.2 |
| Male | 3 | 29 | 29 | 100.0 | 51.7 |
| | 4 | 45 | 44 | 97.8 | 86.4 |
| | 5 | 48 | 47 | 97.9 | 76.6 |
| | 6 | 47 | 46 | 97.9 | 80.4 |
| Female | 3 | 38 | 38 | 100.0 | 65.8 |
| | 4 | 40 | 39 | 97.5 | 79.5 |
| | 5 | 40 | 39 | 97.5 | 79.5 |
| | 6 | 48 | 48 | 100.0 | 93.8 |
| Hispanic or Latino | 5 | 17 | 17 | 100.0 | 52.9 |
| | 6 | 14 | 14 | 100.0 | 78.6 |
| White | 3 | 55 | 55 | 100.0 | 65.5 |
| | 4 | 64 | 62 | 96.9 | 87.1 |
| | 5 | 59 | 58 | 98.3 | 84.5 |
| | 6 | 63 | 62 | 98.4 | 88.7 |
| Students with Disabilities | 3 | 16 | 16 | 100.0 | 25.0 |
| | 4 | 14 | 14 | 100.0 | 57.1 |
| | 5 | 22 | 22 | 100.0 | 45.5 |
| | 6 | 13 | 13 | 100.0 | 30.8 |

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.

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

| Student Group | Grade | Number of Students | | Percent of Students | |
|-----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 67 | 67 | 100.0 | 77.6 |
| | 4 | 85 | 83 | 97.7 | 84.3 |
| | 5 | 88 | 85 | 96.6 | 69.4 |
| | 6 | 95 | 94 | 99.0 | 77.7 |
| Male | 3 | 29 | 29 | 100.0 | 75.9 |
| | 4 | 45 | 44 | 97.8 | 93.2 |
| | 5 | 48 | 46 | 95.8 | 71.7 |
| | 6 | 47 | 46 | 97.9 | 76.1 |
| Female | 3 | 38 | 38 | 100.0 | 79.0 |
| | 4 | 40 | 39 | 97.5 | 74.4 |
| | 5 | 40 | 39 | 97.5 | 66.7 |
| | 6 | 48 | 48 | 100.0 | 79.2 |
| Hispanic or Latino | 5 | 17 | 17 | 100.0 | 52.9 |
| | 6 | 14 | 14 | 100.0 | 64.3 |
| White | 3 | 55 | 55 | 100.0 | 80.0 |
| | 4 | 64 | 62 | 96.9 | 85.5 |
| | 5 | 59 | 57 | 96.6 | 75.4 |
| | 6 | 63 | 62 | 98.4 | 79.0 |
| Students with Disabilities | 3 | 16 | 16 | 100.0 | 31.3 |
| | 4 | 14 | 14 | 100.0 | 50.0 |
| | 5 | 22 | 21 | 95.5 | 38.1 |
| | 6 | 13 | 13 | 100.0 | 23.1 |

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.

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.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 88 | 96 | 79 | 84 | 83 | 80 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|-----------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 88 | 85 | 96.6 | 78.8 |
| Male | 48 | 46 | 95.8 | 82.6 |
| Female | 40 | 39 | 97.5 | 74.4 |
| Hispanic or Latino | 17 | 17 | 100.0 | 64.7 |
| White | 59 | 57 | 96.6 | 80.7 |
| Students with Disabilities | 22 | 21 | 95.5 | 61.9 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|-----------------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 11.9 | 22.6 | 48.8 |

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following 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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Collaboration and community are an integral part of Mission Estancia's success. Parents can be found in countless classrooms, engaged in rewarding, meaningful work. Community members are invited to share their knowledge and experience, and connect our students to their greater world.

Mission Estancia has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), SSC (School Site Council), EEF (Encinitas Education Foundation), ELAC and various committees such as safety, wellness, technology, and green team. Volunteers also help in classrooms, and assist in school activities and long-term projects.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 | 1.2 | 0.0 | 0.4 | 0.6 | 0.3 | 0.3 | 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 |

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern at Mission Estancia Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted on a monthly basis throughout the school year. Monitoring of school grounds is performed by Noon Supervisors and assigned staff members before, during, and after school. All visitors must sign in at the office before entering school grounds, obtain a visitor’s pass, and sign out upon leaving.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child-abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, a sexual harassment policy, and a dress code policy.

Mission Estancia Elementary School reviews the plan annually and updates it as needed. The plan was last updated in spring 2015 and reviewed with school staff at that time. Safety meetings are held four times per year at the District and once per month at the school sites. A copy of the Safety Plan is available to the public at the school office.

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 |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 33.3 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 1 | 3 | | 21 | 1 | 3 | | 24 | 1 | 2 | |
| 1 | 24 | | 2 | | 25 | | 2 | | 24 | 2 | 2 | |
| 2 | 25 | | 3 | | 24 | | 2 | | 25 | 1 | 2 | |
| 3 | 26 | | 4 | | 24 | | 3 | | 22 | | 3 | |
| 4 | 21 | 1 | 3 | | 28 | | 3 | | 27 | | 3 | |
| 5 | 30 | | 3 | | 28 | | 3 | | 28 | | 3 | |
| 6 | 30 | | 3 | | 26 | 1 | 3 | | 30 | | 3 | |
| Other | 10 | 1 | | | 22 | | 1 | | 12 | | 2 | |

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

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) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | .3 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 2 | N/A |
| Resource Specialist | | 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.

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|----------------------------------------------|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$7,973 | | \$7,973 | \$71,780 |
| District | N/A | N/A | \$8,006 | \$76,404 |
| Percent Difference: School Site and District | N/A | N/A | -0.4 | -6.1 |
| State | N/A | N/A | \$5,677 | \$75,137 |
| Percent Difference: School Site and State | N/A | N/A | 40.4 | -4.5 |

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2010-2011 school-year, the District received approximately \$899 per student in Federal and State aid for the following special education and support programs: Special Education, Special Education Transportation, School Improvement Program, Economic Impact Aid, Instructional Materials, and Class Size Reduction.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|------------------------------------------------------|------------------------|-----------------------------------------------------|
| Beginning Teacher Salary | \$41,887 | \$44,573 |
| Mid-Range Teacher Salary | \$69,036 | \$72,868 |
| Highest Teacher Salary | \$102,390 | \$92,972 |
| Average Principal Salary (Elementary) | \$119,117 | \$116,229 |
| Superintendent Salary | \$213,200 | \$201,784 |
| Percent of Budget for Teacher Salaries | 41% | 39% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics.