

# Ocean Knoll Elementary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Ocean Knoll Elementary
<b>Street</b>	910 Melba Rd.
<b>City, State, Zip</b>	Encinitas, CA 92024-3901
<b>Phone Number</b>	(760) 944-4351
<b>Principal</b>	Jennifer Bond
<b>E-mail Address</b>	jennifer.bond@eusd.net
<b>Web Site</b>	
<b>Grades Served</b>	K-6
<b>CDS Code</b>	37 68080 6038152

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

### School Description and Mission Statement (Most Recent Year)

Ocean Knoll Elementary is a premier school where teachers and staff members take great pride in offering a purposeful and meaningful learning experience to every child. Ocean Knoll Elementary is an authorized International Baccalaureate (IB) World School. The IB Primary Years Programme (IB/PYP) provides a rigorous inquiry based program with a global perspective, which fosters socially responsible learners who inquire and think critically about the world around them. Our goal is to develop and foster life-long learners who exhibit global empathy and intercultural understanding while acquiring a strong academic foundation. At Ocean Knoll, we strive to continually improve our educational programs to prepare students for their future.

The offering of world languages is a component of the IB/PYP program. Beginning During the 2011-2012 school year, Ocean Knoll began offering Spanish classes to students in grades K-6 taught by contracted language instructors. Students in Kinder-2nd grade receive two 40-minute sessions per week; students in 3rd and 6th grades receive one 40-minute session per week.

The Team Time program allows all students to receive research-based, differentiated, small group reading instruction by general education teachers, education specialists, and a certificated literacy team. Instruction is provided four days a week, with 30-45 minutes per session. Progress is monitored in order to provide for appropriate placement within the Team Time groups. In addition, data is collected and analyzed for Response to Intervention (Rtl) purposes.

TLP, our enrichment program, includes science lab, nutrition/garden, music/keyboarding, and PE. Students in grades K-2 participate in four 40-minute enrichment sessions. Students in grades 3-6 participate in three 40-minute enrichment sessions. While students participate in these enrichment classes, grade level teams meet to plan and collaborate regarding student learning goals, assessments, IB units, etc. TLP is made possible by support from the PTA and the Sage Garden Grant.

We strongly believe parent involvement is critical and necessary for students to be successful at Ocean Knoll. There are many opportunities for interested parents to volunteer and be part of their child's learning. We pride our Ocean Knoll's success on a result of the collaborative efforts between parents, community, and staff members, and we are extremely thankful for the ongoing enthusiasm and support.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	112
<b>Grade 1</b>	99
<b>Grade 2</b>	83
<b>Grade 3</b>	82
<b>Grade 4</b>	78
<b>Grade 5</b>	69
<b>Grade 6</b>	67
<b>Total Enrollment</b>	590

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.3
Hispanic or Latino	43.2
White	51.5
Two or More Races	3.1
Socioeconomically Disadvantaged	32.9
English Learners	30.7
Students with Disabilities	11.9
Foster Youth	0.5

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	25		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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 2014-15)

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 2015-16)**

Year and month in which data were collected: 11/14

Core Curriculum Area	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)**

Ocean Knoll Elementary School provides a safe and clean environment for students, staff, and the community. School facilities are all up-to-date and provide adequate space for students and staff. The school was built in 1957 and currently includes a library, multi-purpose room, staff lounge, 23 permanent classrooms, seven portable classrooms and three playgrounds. The auditorium remodel was completed in January 2007. In August 2010, the blacktop was repaired and resurfaced and the drainage was corrected on the campus lawn. For 2010-2011, the carpet was replaced in most of the classrooms. In 2011-2012 the fourAll student restrooms were are equipped with hand air dryers as part of the district’s Green Initiative. Window replacement is on the districts 5-year plan. 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 in which data were collected: February, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February, 2014				
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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	67	71	44
Mathematics	63	68	33

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 Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	80	80	100.0	10	19	23	49
	4	76	74	97.4	12	18	30	41
	5	70	70	100.0	6	34	31	29
	6	66	65	98.5	9	23	37	31
Male	3		40	50.0	10	25	30	35
	4		36	47.4	19	25	17	39
	5		40	57.1	5	35	30	30
	6		35	53.0	9	23	46	23
Female	3		40	50.0	10	13	15	63
	4		38	50.0	5	11	42	42
	5		30	42.9	7	33	33	27
	6		30	45.5	10	23	27	40

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		2	2.6	--	--	--	--
	5		1	1.4	--	--	--	--
American Indian or Alaska Native	3		1	1.3	--	--	--	--
Asian	4		2	2.6	--	--	--	--
	5		1	1.4	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
Hispanic or Latino	3		32	40.0	25	41	16	19
	4		38	50.0	21	26	37	16
	5		33	47.1	12	52	27	9
	6		30	45.5	20	30	37	13
White	3		43	53.8	0	5	23	72
	4		30	39.5	3	10	20	67
	5		32	45.7	0	19	38	44
	6		34	51.5	0	18	38	44
Two or More Races	3		4	5.0	--	--	--	--
	4		2	2.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		26	32.5	31	42	12	15
	4		33	43.4	24	30	36	9
	5		26	37.1	12	46	31	12
	6		24	36.4	21	25	42	13
English Learners	3		22	27.5	36	50	9	5
	4		22	28.9	32	41	27	0
	5		21	30.0	10	62	29	0
	6		13	19.7	31	54	15	0
Students with Disabilities	3		11	13.8	36	27	36	0
	4		10	13.2	--	--	--	--
	5		13	18.6	15	46	23	15
	6		8	12.1	--	--	--	--
Students Receiving Migrant Education Services	5		1	1.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	80	80	100.0	13	23	34	31
	4	76	74	97.4	14	23	28	35
	5	70	70	100.0	4	31	26	37
	6	66	65	98.5	8	31	26	35
<b>Male</b>	3		40	50.0	13	25	35	28
	4		36	47.4	19	19	17	44
	5		40	57.1	0	25	23	50
	6		35	53.0	6	31	26	37
<b>Female</b>	3		40	50.0	13	20	33	35
	4		38	50.0	8	26	39	26
	5		30	42.9	10	40	30	20
	6		30	45.5	10	30	27	33
<b>Black or African American</b>	4		2	2.6	--	--	--	--
	5		1	1.4	--	--	--	--
<b>American Indian or Alaska Native</b>	3		1	1.3	--	--	--	--
<b>Asian</b>	4		2	2.6	--	--	--	--
	5		1	1.4	--	--	--	--
<b>Filipino</b>	5		1	1.4	--	--	--	--
<b>Hispanic or Latino</b>	3		32	40.0	25	38	25	13
	4		38	50.0	24	39	26	11
	5		33	47.1	6	45	36	12
	6		30	45.5	13	43	30	13
<b>White</b>	3		43	53.8	2	12	42	44
	4		30	39.5	3	7	27	63
	5		32	45.7	3	19	16	59
	6		34	51.5	3	21	24	53
<b>Two or More Races</b>	3		4	5.0	--	--	--	--
	4		2	2.6	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.5	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		26	32.5	31	35	23	12
	4		33	43.4	30	36	33	0
	5		26	37.1	4	46	35	15
	6		24	36.4	17	42	33	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		22	27.5	32	41	27	0
	4		22	28.9	36	41	23	0
	5		21	30.0	10	43	33	14
	6		13	19.7	23	54	23	0
Students with Disabilities	3		11	13.8	36	36	27	0
	4		10	13.2	--	--	--	--
	5		13	18.6	0	54	31	15
	6		8	12.1	--	--	--	--
Students Receiving Migrant Education Services	5		1	1.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81	89	82	86	84	83	59	60	56

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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	82
Male	91
Female	71
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	67
White	93
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	66
Students with Disabilities	72
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.70	22.90	55.70

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 (Most Recent Year)

Parents and the community are very supportive of the educational programs at Ocean Knoll Elementary School. Ocean Knoll's Parent Involvement Policy is reviewed annually during the Title 1 Parent Meeting and by the School Site Council. Numerous programs and activities are made possible by the generous contributions made by organizations and the fund-raising activities sponsored by the PTA. Ocean Knoll Elementary School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education. The following are activities, events or programs in which parents can become involved: Open House, Back-to-School Night, Parent Education Nights, PTA, SSC, and ELAC meetings, Arts Attack, school garden, Fiesta, Holiday Sharing, Dol-Fun Days, Reading Counts, classroom speaking or volunteering; and lunchtime clubs and activities as well as district committees.

## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	0.00	0.00	0.78	0.55	0.32	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

A comprehensive review of the School Safety Plan is conducted at the beginning of each school year. The safety of our students, staff, and visitors is our number one priority at Ocean Knoll Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials, state rules, and state earthquake standards. The school's disaster preparedness plan ensures steps to familiarize student and staff with the necessary safety procedures in case of emergency/disaster situations. 3-1 Drills are conducted on a monthly basis and include: lockdown, duck and cover and evacuation. Based on a neighboring district's experience with an intruder on campus, Ocean Knoll has taken the necessary steps to prepare for this type of an emergency. The District stages a district-wide disaster drill in coordination with the City of Encinitas and all local law enforcement once a year. Monitoring of school grounds is performed by staff members before, during and after school. All gates remain locked during school hours. All visitors must sign in at the office before entering school grounds to obtain a visitor's pass, and are required to sign out upon leaving campus.

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 means to ensure a safe and orderly learning environment. The plan includes 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.

In our efforts to be well prepared for any emergency and to be able to remain on campus for 24 hours, there is an emergency preparedness kit in each classroom and the common areas, such as the Media Center. Each classroom kit includes food and water, and individual student kits provided by the parents for their child. There are components to the classroom kits, such as makeshift toilet facilities, which we are continuing to find resources to purchase.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	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	2012-13			2013-14			2014-15					
	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	23		4		23		5		23		5	
1	24		3		23		3		24		4	
2	24		3		24		4		23		3	
3	25		3		25		3		24		4	
4	33		1	1	30		2		31		2	
5	31		2		28		3		28		3	
6	32		2		31		2		34			2

Note: 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 2014-15)**

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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,465	\$7,114	\$7,350	\$74,463
District	N/A	N/A	\$6,857	\$75,386
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

As a Schoolwide Title 1 school, we are able to utilize Title 1 funds to offer additional academic support and learning opportunities for all students. The intent of these funds is to provide additional resources so all students meet academic standards. Ocean Knoll also receives Educational Impact Aide Funds (EIA) from the state to provide academic support to our English language learners. Ocean Knoll offers targeted, differentiated learning within the school day through our Team Time program and Dolphin Clinic. In addition, we offer an a before and after school intervention class program for students in grades 2nd-6th.

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2010-20112012-2013 school- year, the District received approximately \$1,524899 per student in Federal and State aid for the following categorical, special education, and support programs: Peer Assistance and Review, Special Education, Special Education Transportation, Safe & Drug Free Schools, School Improvement Program, Economic Impact Aid, Instructional Materials, Class Size Reduction.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,276	\$43,091
Mid-Range Teacher Salary	\$66,380	\$70,247
Highest Teacher Salary	\$98,450	\$89,152
Average Principal Salary (Elementary)	\$113,444	\$112,492
Average Principal Salary (Middle)		\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,000	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percent of Budget for Administrative Salaries	5%	6%

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.