

# La Costa Heights Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

| <b>School Contact Information</b> |                             |
|-----------------------------------|-----------------------------|
| <b>School Name</b>                | La Costa Heights Elementary |
| <b>Street</b>                     | 3035 Levante St.            |
| <b>City, State, Zip</b>           | Carlsbad, CA 92009-8331     |
| <b>Phone Number</b>               | (760) 944-4375              |
| <b>Principal</b>                  | Christie Kay                |
| <b>E-mail Address</b>             | christie.kay@eusd.net       |
| <b>Web Site</b>                   | www.eusd.net/lc             |
| <b>CDS Code</b>                   | 37 68080 6106132            |

| <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 (School Year 2017-18)**

La Costa Heights Elementary is located in northern San Diego County in the city of Carlsbad. We are one of nine elementary schools in the Encinitas Union School District. La Costa Heights Elementary School is a 2016 California Gold Ribbon School and 2014 California Distinguished School serving approximately 700 students in grades kindergarten through six.

We offer a full academic program for our students. At La Costa Heights we believe all students are leaders and live by our mission: Inspiring learners, empowering leaders. Our rigorous curriculum and enrichment opportunities sustain us in fulfilling this mission. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base in an every changing global society. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, music, PE, multimedia, and drama experiences. The teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

The dedication of La Costa Heights Elementary School's staff, parents, and community to their students has resulted in the school's proud successes. Parents enhance our students' education by becoming aware of the school's expectations and encouraging their child to meet them through completion of homework and participation in home activities. Our parents are also active participants at La Costa Heights through a variety of volunteer opportunities. It is our goal that through understanding and communication we can develop a rapport that results in the best educational environment possible for our students. Our success is largely dependent on how effectively we can work together as a team to meet the needs of our students.

### **Student Enrollment by Grade Level (School Year 2016-17)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 103                       |
| <b>Grade 1</b>          | 92                        |
| <b>Grade 2</b>          | 104                       |
| <b>Grade 3</b>          | 95                        |
| <b>Grade 4</b>          | 91                        |
| <b>Grade 5</b>          | 108                       |
| <b>Grade 6</b>          | 103                       |
| <b>Total Enrollment</b> | 696                       |

### Student Enrollment by Group (School Year 2016-17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.6                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.9                         |
| Filipino                            | 1.3                         |
| Hispanic or Latino                  | 14.4                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 71.8                        |
| Two or More Races                   | 4.6                         |
| Socioeconomically Disadvantaged     | 8                           |
| English Learners                    | 4                           |
| Students with Disabilities          | 10.5                        |
| Foster Youth                        | 0                           |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 31      | 29      | 28      |          |
| 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                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: December, 2017

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts  | National Geographic 2017                                   | 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)**

La Costa Heights Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1987, and currently include a multipurpose room, staff lounge, 24 permanent classrooms, playground, and media center. We also have modular buildings with 10 classrooms accommodate current and future growth. The asphalt was recently resurfaced in 2015. New landscaping has also been recently added to the parking lot median and the garden spaces around the school. Beautification projects such as painted and tile murals enhance the campus. In 2016 solar panels were install at La Costa Heights.

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. Bathrooms are available in designated classrooms to accommodate students with special needs.

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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year)                |               |      |      |  |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: February, 2017         |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and<br>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/<br>Vermin Infestation | X             |      |      |  |
| <b>Electrical:</b> Electrical  | X             |      |      |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>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 of the most recent FIT report: February, 2017     |               |      |      |   |
| 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 of the most recent FIT report: February, 2017 |           |      |      |      |
|--|-----------|------|------|------|
| 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 74  | 77      | 76       | 76      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 71  | 76      | 72       | 73      | 36      | 37      |

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 2016-17)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 403              | 399           | 99.01          | 76.94                   |
| Male                             | 204              | 201           | 98.53          | 71.64                   |
| Female                           | 199              | 198           | 99.5           | 82.32                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 24               | 23            | 95.83          | 78.26                   |
| Filipino                         | --               | --            | --             | --                      |

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| Hispanic or Latino                  | 44               | 44            | 100            | 70.45                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 301              | 299           | 99.34          | 76.59                   |
| Two or More Races                   | 24               | 24            | 100            | 87.5                    |
| Socioeconomically Disadvantaged     | 38               | 36            | 94.74          | 44.44                   |
| English Learners                    | 26               | 25            | 96.15          | 68                      |
| Students with Disabilities          | 61               | 57            | 93.44          | 35.09                   |

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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 403              | 399           | 99.01          | 76.19                   |
| Male                                | 204              | 202           | 99.02          | 75.74                   |
| Female                              | 199              | 197           | 98.99          | 76.65                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 24               | 24            | 100            | 75                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 44               | 44            | 100            | 68.18                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 301              | 298           | 99             | 76.17                   |
| Two or More Races                   | 24               | 24            | 100            | 87.5                    |
| Socioeconomically Disadvantaged     | 38               | 37            | 97.37          | 43.24                   |
| English Learners                    | 26               | 26            | 100            | 65.38                   |
| Students with Disabilities          | 61               | 57            | 93.44          | 35.09                   |

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                              | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|--------------------------------------|---|---------|----------|---------|---------|---------|
|                                      | School  |         | District |         | State   |         |
|                                      | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 90  | 86      | 83       | 80      | 60      | 56      |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 15.2  | 32.1                  | 35.7                 |

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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2017-18)**

Our families and community are an integral part of our school’s success. Parents can be found in countless classrooms and engaged in meaningful work. We encourage you to get involved with the any of the invaluable committees already in action. Our School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and Encinitas Education Foundation (EEF) groups offer opportunities for rewarding involvement. In addition, we invite parents to volunteer in classrooms, in our garden, through various student leadership activities, and more.

Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association (PTA) and the Encinitas Educational Foundation (EEF). La Costa Heights 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 a few opportunities open to parents and the community: Family Night, Red Ribbon Week, Winter Festival, Service Learning, Book Fair, Playground Partners, Jog-a-Thon, Study Buddies, Green Team Activities, Kindness Team, and many others.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 0.3     | 0.4     | 0.1     | 0.3      | 0.3     | 0.3     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2017-18)

Safety of students and staff is a priority at La Costa Heights 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. Fire, lockdown, and earthquake drills are conducted on a monthly basis throughout the school year. District-wide disaster drills are held once each year. Monitoring of school grounds is performed before, during, and after school by assigned staff and noon supervisors. The campus is locked completely during the school day, with the only access to campus being through the office. All visitors must sign in at the office, 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 the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

La Costa Heights Elementary School reviews the plan annually and updates it as needed. Staff are trained annually on the updated plan.

## 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 2017-18)

| Indicator  | School | District  |
|--|--------|-----------|
| <b>Program Improvement Status</b>                          |        | Not In PI |
| <b>First Year of Program Improvement</b>                   |        |           |
| <b>Year in Program Improvement*</b>                        |        |           |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A    | 1         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A    | 33.3      |

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



**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2014-15         |                   |       |     | 2015-16         |                   |       |     | 2016-17         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | 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           | 19              | 1                 | 4     |     | 22              |                   | 5     |     | 21              | 1                 | 4     |     |
| 1           | 24              |                   | 4     |     | 22              |                   | 4     |     | 23              | 1                 | 3     |     |
| 2           | 25              |                   | 3     |     | 25              |                   | 4     |     | 24              |                   | 4     |     |
| 3           | 24              |                   | 5     |     | 24              |                   | 4     |     | 25              |                   | 4     |     |
| 4           | 31              |                   | 3     |     | 30              |                   | 3     |     | 29              |                   | 3     |     |
| 5           | 27              |                   | 4     |     | 30              |                   | 4     |     | 30              |                   | 3     |     |
| 6           | 28              |                   | 4     |     | 26              | 1                 | 3     |     | 29              |                   | 4     |     |
| Other       | 8               | 1                 |       |     | 7               | 1                 |       |     | 11              | 1                 |       |     |

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 2016-17)**

| 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                                 | 3                                | 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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$7,675                |                          | \$7,675             | \$72,539               |
| District                                     | N/A                    | N/A                      | \$8,006             | \$76,891               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -4.1                | -5.1                   |
| State  | N/A                    | N/A                      | \$6,574             | \$78,363               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 35.2                | -3.5                   |

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

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2012-13 school-year, the District received approximately \$899 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, School Improvement Program, Economic Impact Aid, Instructional Materials, and Class Size Reduction.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,725        | \$48,678                                     |
| Mid-Range Teacher Salary                      | \$70,417        | \$78,254                                     |
| Highest Teacher Salary                        | \$104,438       | \$96,372                                     |
| Average Principal Salary (Elementary)         | \$123,560       | \$122,364                                    |
| Average Principal Salary (Middle)             |                 | \$125,958                                    |
| Average Principal Salary (High)               |                 | \$126,758                                    |
| Superintendent Salary                         | \$217,464       | \$212,818                                    |
| Percent of Budget for Teacher Salaries        | 40%             | 38%  |
| 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.