

SCSD

Tierra Linda Middle School

2011-2012 School Accountability Report Card

Principal

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San Carlos School District

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Board of Trustees

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District Mission Statement

The San Carlos School District in collaboration with involved, caring parents and community members who share a vision for engaging the whole child, will provide a personal, creative, challenging education that fosters life-long interest in learning and inspires all to strive for individual excellence as contributing members of a changing society.

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School Profile

Tierra Linda Middle School is located in San Carlos, a suburban community on the San Francisco Peninsula. Since Tierra Linda Middle School re-opened in 2000, the school has evolved to a full 5th through 8th grade school. Our Lower House (grades 5-6) and Upper House (grades 7-8) remain relatively separate entities while being housed on the same campus. A rich multidisciplinary curriculum is instituted schoolwide to meet the needs of all students. The academic program is creative yet rigorous, accessible to all and is aligned with the California state standards.

During the 2011-12 school year, 596 fifth through eighth grade students were enrolled at the school, with classes arranged on a traditional calendar schedule.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	2.0%
American Indian	0.5%
Asian	12.4%
Filipino	2.3%
Hispanic or Latino	19.3%
Pacific Islander	1.0%
White	61.9%
Two or More	-
None Reported	0.5%

Discipline & Climate for Learning

Tierra Linda Middle School continues to meet the needs of our students through a comprehensive program that advocates for student success, encourages mediation /resolution of conflicts, develops students' sense of self-responsibility, promotes academic achievement, and prepares students for future endeavors.

Tierra Linda has developed an Advisory program and Student Leadership opportunities that instills a positive school culture. The Advisory program cultivates a sense of belonging to our Tierra Linda community. The development of our Student Council, Peer Mentoring and Leadership programs have been instrumental in creating positive supportive experiences for all our students.

To assist students who are struggling academically or socially, Tierra Linda offers a myriad of counseling services and support classes. Through Personalized Learning Plans, academic support classes and after school Guided Study, students are provided with interventions that are customized to their needs.

The Student Peer Helper program trains 8th graders to provide peer campus services such as conflict mediation, teacher's assistance, peer tutoring/mentoring and peer education. Tierra Linda offers a strong AVID program elective that provides academic and social support for students in the middle but whose strategies permeate schoolwide

The School Student Study Team (SST), facilitated by our counselor provides support to all students: and in collaboration with our Special Education Teachers and other specialists also provide Individual Education Plan (IEP) services and supports for identified special education students.

School discipline policies are clear, consistent and enforced in a timely manner. School rules and procedures are well understood by both students and parents. Students are expected to take charge of their own learning and be responsible for their actions.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	59	19	30	88	33	60
Suspension Rate	9.8%	3.2%	5.0%	2.9%	1.0%	1.8%
Expulsions	0	1	0	0	1	0
Expulsion Rate	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Science Fair
- Math Team
- Math Club
- Odyssey of the Mind
- Chess Club/Team
- ASB
- Sports Programs
- Alliance Club
- J-BUGS (Just for Us Girls)
- Guys Grub
- Art Club

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis.

Student Attendance & Enrollment

Regular daily attendance is a priority at the school. Parents are notified of absences through phone calls, letters, and conferences with school officials. The chart illustrates the trend in enrollment for the last three years.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB). Students are referred to SARB if they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling do not resolve the situation.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
5th	154	121	138
6th	170	156	130
7th	154	170	155
8th	122	155	173

Class Size

The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	24	26	24	-	3	4	-	8	7	-	2	3
Mathematics	27	24	27	-	5	4	-	8	3	-	-	5
Science	29	30	30	-	1	1	-	6	6	-	4	4
Social Science	30	30	30	-	1	1	-	7	6	-	3	4

Instructional Materials (School Year 2012-13)

The school district held a public hearing on October 25, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
5th-8th	History/Social Science	TCI	2006	Yes	0.0%
8th	Mathematics	CGP Math	2008	Yes	0.0%
8th	Mathematics	CPM Educational	2008	Yes	0.0%
8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
6th-7th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
5th	Mathematics	Scott Foresman	2011	Yes	0.0%
5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th-8th	Reading/ Language Arts	McDougal Littell	2003	Yes	0.0%
5th	Science	Delta Education: Foss	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

Library Information

The library is a shared resource for the students and staff of Tierra Linda. It is open between the hours of 8:00 a.m. and 3:45 p.m. Monday, Tuesday and Thursday, and 8:00 a.m. - 2:15 p.m. on Wednesdays. With a collection of over 10,000 books, videotapes, and audiotapes, the library is a research facility to support classroom curriculum as well as a resource for books and magazines for recreational reading. Parents and campus staff may also find resources in the Professional and Parent Education sections of the library.

10 iMac computers provide students with the ability to conduct searches through the automated library management system to locate material in the library. Students may also use them to access the Internet to conduct research for classroom assignments and projects.

During lunch, students enjoy playing board games or reading and doing homework in the library. After-school programs such as Healthy Cities tutors use the library for their meetings.

Computer Resources

The Communication Lab, contains 35 brand new Mac Book Pro laptops, a printer, and two scanners. It is also available in the mornings for teachers to bring their classes for online research projects. Students may also play computer games in the Communications Lab during lunch.

Computer skills and concepts are integrated throughout standard curriculum which helps prepare students for technological growth and other opportunities. Students have been trained in the following programs:

- Word
- PowerPoint
- Excel
- Web Searches
- Internet Safety

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in San Mateo County, which contain numerous computer workstations and reference materials.

Counseling & Support Staff (School Year 2011-12)

It is the goal of Tierra Linda Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:596. The table lists the support service personnel available at Tierra Linda Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Librarian	1	0.8
Nurse	1	As Needed
Psychologist	1	As Needed
Special Education Teachers	2	2.0
Speech and Language Specialist	1	As Needed

Local Assessments

Tierra Linda students complete the Algebra Readiness Test in sixth and seventh grade.

Physical Fitness (School Year 2011-12)

In the spring of each year, the school is required by the state to administer a physical fitness test to students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2011-12

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4%	24.8%	23.4%
7	12.7%	29.3%	33.1%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	85	83	87	81	81	83	52	54	56
Mathematics	78	80	83	77	78	80	48	50	51
Science	88	91	89	85	85	88	54	57	60
History/Social Science	77	87	86	75	83	80	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	83	80	88	80
School	87	83	89	86
African American/ Black	83	50	*	*
American Indian	*	*	*	*
Asian	97	92	97	94
Filipino	87	80	*	*
Hispanic or Latino	73	71	79	63
Pacific Islander	*	*	*	*
White	90	86	92	92
Males	82	80	90	91
Females	91	85	89	82
Socioeconomically Disadvantaged	54	60	81	67
English Learners	50	50	55	45
Students with Disabilities	51	57	55	20
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	8	10	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	2	3	10
White			
Actual API Change	-	-	-10

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	591	932	2,234	915	4,664,264	788
Black or African American	12	835	40	818	313,201	710
Asian	74	978	233	970	404,670	905
Filipino	15	948	45	925	124,824	869
Hispanic or Latino	113	871	378	846	2,425,230	740
White	368	947	1,504	929	1,221,860	853
Socioeconomically Disadvantaged	35	815	151	754	2,779,680	737
English Learners	46	824	198	812	1,530,297	716
Students with Disabilities	58	758	258	692	530,935	607

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher Missassignments & Vacancies

San Carlos Elementary School District recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	28	26	27	149
Without Full Credentials	0	0	0	0
Working Outside Subject	1	0	3	3

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	0	3
Total Misassignments of Teachers	1	0	3
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	89.7%	10.3%
District	86.9%	13.1%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	86.9%	13.1%

Parent Involvement

At Tierra Linda Middle School, parental involvement is an integral part of our program. Our Parent Teacher Association serves on over twenty volunteers committees from organizing TL Orientation Day to planning Graduation. Parents support our many school programs through tutoring and mentoring students and working closely with the counselor and teachers on various school and community projects. Parents are always invited and encouraged to share their input and suggestions.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. The school provides many professional development opportunities with individual and whole staff instruction.

School Leadership

Leadership at Tierra Linda Middle is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Since the beginning of the 2010-11 school year, leadership duties have been assumed by Principal John Nazar. Principal Nazar began his career, teaching social studies for seventeen years. In addition to being a classroom teacher, he was a master teacher, department chairperson, an athletic coach, classroom program coordinator and an assistant principal.

Mr. Nazar is dedicated to working with the students, parents, teachers, staff and community members to development and maintain the very best educational environment for all Tierra Linda students

Tierra Linda possesses a strong staff culture that embraces a collegial style of leadership. All teachers participate in subject and grade level articulation teams within the school and district. A staff leadership team has been instrumental in determining the direction and focus of the school's academic program. Tierra Linda prides itself on working collaboratively with staff to provide a top notch educational experience for children.

The classroom activities are student centered and differentiated, culminating in significant memorable grade level events. In the Lower House, the Social Studies/ Language Arts is integrated in double period cores. The Upper House classes are departmentalized. All classes other than 8th grade math are heterogeneously grouped.

Safe School Plan

Safety of students and staff is a primary concern of Tierra Linda Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2011 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised by staff before school, during lunch and after school. There is a designated area for student drop off and pick up.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Tierra Linda Middle at (650) 508-7311 or for more information may visit the school's website, <http://arundel.sancarlos.k12.ca.us>.

School Facilities

Tierra Linda Middle is comprised of 24 classrooms, a gym, a multipurpose room/cafeteria, a library, a staff lounge, one computer lab, and one playground. Recent remodeling included classroom and office upgrades.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 06/28/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		MUR - The building was built in the 50s. Needs totally remodel or the whole building needs to be rebuilt MUR - The building was built in the 50s. Needs totally remodel or the whole building needs to be rebuilt
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District

Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year the district allocated \$50,000 for deferred maintenance program. This represents 0.2% of the district's general fund budget.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts 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, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$44,463	\$40,962
Mid-Range Teachers	\$65,706	\$63,212
Highest Teachers	\$84,412	\$80,545
Elementary School Principals	\$97,652	\$102,057
Middle School Principals	\$106,717	\$106,108
High School Principals	-	\$110,838
Superintendent	\$162,881	\$152,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.7%	40.7%
Administrative Salaries	5.7%	6.1%

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

School Site Teacher Salaries (Fiscal Year 2010-11)

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2010-11 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,186
District	\$65,614
Percentage of Variation	-0.66%
School & State	
All Elementary School Districts	\$65,598
Percentage of Variation	-0.63%

District Expenditures (Fiscal Year 2010-11)

San Carlos Elementary School District spent an average of \$8,003 to educate each student (based on 2010-11 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,679
From Supplemental/Restricted Sources	\$3,102
From Basic/Unrestricted Sources	\$4,577
District	
From Basic/Unrestricted Sources	\$5,002
Percentage of Variation between School & District	-8.50%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-16.10%

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, San Carlos Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title III
- San Carlos Educational Foundation
- EIA/LEP
- Title IV