

Heather School
School Accountability Report Card
Reported for School Year 2008-09
Published During 2009-10

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2008-09 school year or from the two preceding years (2007-08 and 2006-07).

		District Information	
School Name	Heather School	District Name	San Carlos School District
Principal	Pamela Jasso	Superintendent	Craig Baker
Street	2757 Melendy Drive	Street	826 Chestnut Street
City, State, Zip	San Carlos, CA 94070	City, State, Zip	San Carlos, CA 94070
Phone Number	(650) 508-7303	Phone Number	(650) 508-7333
Fax Number	(650) 508-7306	Fax Number	(650) 508-7340
Web Site	www.heather.sancarlos.k12.ca.us	Web Site	www.sancarlos.k12.ca.us
E-mail Address	pjasso@sancarlos.k12.ca.us	E-mail Address	cbaker@sancarlos.k12.ca.us
CDS Code	41-69021-6044754	SARC Contact	Lynette Hovland

School Description and Mission Statement

Heather School is located at 2757 Melendy Drive in San Carlos, California. It has a population of 319 students enrolled in Kindergarten through grade 4, and one district Special Day Class (SDC). Families are predominately middle-class and the school population is relatively stable.

Our District's Mission:

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.

Opportunities for Parental Involvement

Contact Person Name	Pamela Jasso	Contact Person Phone Number	650-508-7303
<p>Heather has a very active parent community. We are fortunate to be able to have so many parents participating in so many areas of our school. Parents are very interested in their child's education and are supportive of the high quality program provided for students.</p> <p>Parents participate on many levels and in a variety of areas, including being in the classroom assisting the teacher or working with small groups of children; chaperoning on field trips; helping with fundraising activities; assisting in the library; providing technology support; editing and publishing the PTA newsletter; volunteering in the book fairs; participating in family nights, which include Science Night, Math Night and Story Night; serving as art docents; and participating in the Heather PTA. The PTA operates a hot lunch program as a service to our school community, and holds an annual Scholastic Book Fair. The PTA provides many community-building events, such as the beginning of the year Ice Cream Social, Fun Day, Multicultural Day, the Father-Daughter Dance and Mother and Son Event. Parents also serve on our School Site Council working with staff on school improvement goals. Many of our parents also represent our school in the larger San Carlos District community, serving on the PTA Coordinating Council, Healthy Cities</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	58
Grade 1	78
Grade 2	66
Grade 3	57
Grade 4	81
Total	340

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	10	2.94%	White (Not Hispanic)	206	60.59%
American Indian or Alaska Native		0%	Multiple or No Response	4	1.18%
Asian	41	12.06%	Socioeconomically Disadvantaged	37	11.0%
Filipino	9	2.34%	English Learners	65	19.0%
Hispanic or Latino	64	18.82%	Students with Disabilities	78	23%
Pacific Islander	6	1.76%			

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	2009	Date Last Discussed with Staff	2009
<p>Heather School has an updated Emergency Response Site Plan. All staff participated in the district-wide Emergency Preparedness Professional Development in January 2009. Emergency drills including fire, earthquake and lock down are regularly reviewed with staff and procedures are readily viewed in all classrooms. Every classroom has an emergency backpack, emergency contact information on all students, first aid supplies, emergency water and food supplies. Emergency drills are held regularly as required by law. A direct radio to the San Carlos Police Department is kept in the office.</p> <p>In addition to emergency preparations, rules and procedures are reviewed regularly for daily student safety. School rules are published in the school handbook, as well as the school website. Conflict resolution and lessons addressing respect are taught in all classrooms to promote a healthy social climate, and Friendship Groups are offered to help children express themselves and work through social problems. Colt Cards are awarded for demonstrating life skills.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Each school week begins with a Monday Morning Assembly where 3rd and 4th grade students rotate as student leaders leading the school in the flag salute, and reading the weekly “Your Extra Special” student names. The Monday Morning Assembly is a time for us to acknowledge student, and class achievements. Colt Cards are given to students by staff throughout the week recognizing life skills being practiced and a Colt Card drawing is held each week at the morning assembly.</p> <p>Students in grade 4 have the opportunity to serve on Heather’s Student Council. This year the Student Council raised funds, which were donated to the Leukemia and Lymphoma Society’s Pennies for Patients, Heifer International and the San Carlos Education Foundation. They also held a canned food drive for the 2nd Harvest Food Bank and collected coats for the “One Warm Coat” drive, along with planning some fun spirit days such as “Crazy Hair Day” “Pajama</p>
--

Day” and “The Sun’s Out All Day” Day”. They also lead the whole school in the Pledge of Allegiance and make whole school announcements over the paging system every Friday morning.

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school’s total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School		
	2006-2007	2007-2008	2008-2009
Number of Suspensions	0	0	0
Rate of Suspensions	0	0	0
Number of Expulsions	0	0	0
Rate of Expulsions	0	0	0

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

One of Heather’s special characteristics is its campus layout. The school is centered around a large amphitheater, providing a location for outside lunch, morning assembly, and other school activities. It gives the campus an intimate feel and allows easy access to all areas of the school. Two large play yards, and the Heather Field provide recess and PE activities for students. Many of our classrooms enjoy individual courtyards and class gardens. The Heather administration building was newly built in 2001, and the library/media center was fully modernized in 2005, along with the kindergarten wing. The remaining classrooms were all remodeled in 2006-07.

The custodial staff consists of a full time day custodian and night custodian keeping our facilities clean and ready for student and community use, such as Boy and Girl Scouts, San Carlos Children’s Theater and after school programs. Our custodial team helps to ensure the safety of our school by responding quickly to maintenance and repair needs, safety procedures and drill, and being observant of campus needs.

Williams Complaints

No Williams Complaints have been reported at any site in the San Carlos School District. There are no issues concerning teachers, textbooks or facilities.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and the CAT/6, a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The CAT/6 tests reading, language, and mathematics in grades 3 and 7, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students Heather School**

Data reported in the first two tables are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	69	62	72	74	74	80	43	46	50
Mathematics	76	65	72	74	75	75	40	43	46
Science	0	0	0	62	76	80	38	46	50
History-Social Science	0	0	0	57	63	75	33	36	41

Heather CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	86	*	44	*	79
Mathematics	*	*	86	*	42	*	79

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Students W/Disabilities	Economically Disadvantaged
English-Language Arts	62	84	48	33	38
Mathematics	62	83	48	33	21

Local Assessments

SCSD District Writing Assessment

Students write to prompt and then teachers score the students’ writing in organization and conventions. Kindergarten - 2nd grade students write a narrative, grade 3 students write an expository letter, and 4th grade students write a summary of a non-fiction article.

Percent of students Meeting or Exceeding District Writing Standards:

	2006-07		2007-08		2008-09	
	Organization	Conventions	Organization	Conventions	Organization	Conventions
Kindergarten	93	93	89	83	74	84
Grade 1	59	61	60	53	54	49
Grade 2	79	60	61	41	84	56
Grade 3	73	60	58	58	60	47
Grade 4	53	79	43	65	70	67

MARS

San Carlos participates in the Silicon Valley Mathematics Initiative, which sponsors MARS testing. The MARS (Mathematics Assessment Resource Service) measures how students are performing on a variety of complex problem solving tasks.

Students Meeting or Exceeding Performance Standards on the MARS Exam

	2006-07	2007-08	2008-09
Grade 2	83	82	64
Grade 3	86	76	53
Grade 4	73	70	70

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API Ranks – Three Year Comparison

This table displays the school's statewide and similar school API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school's rank of 1 means that the school's academic performance is comparable to the lowest performing 10 of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006-07	2007-08	2008-09
Statewide	8	9	7
Similar Schools	10	9	1

API Changes by Student Group – Three Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note “N/A” means that the student group is not numerically significant.

Group	2006-07	2007-08	2008-09	Growth API score- 2009
All Students at the School	7	-34	47	861
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	0	-16	33	895
Socioeconomically Disadvantaged	10			
English Learners				
Students with Disabilities				

Schoolwide API

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A “Yes” in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
All Students	YES	YES	YES	YES	YES	YES

Subgroups	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
All Students	YES	YES	YES	YES	YES	NO

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2007				2008				2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20		1-20		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3			18.0	3			19.5	2		
1	16.0	5			18.6	5			19.3	3		
2	18.7	3			17.7	3			20.0	3		
3	19.0	4			19.8	4	1		20.0	2		
4	29.0		2		24.5		2		24.3		3	

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating			
	2006	2007	2008	2009
K	100	100	100	100
1	100	100	100	100
2	100	100	100	100
3	100	100	100	100

V. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB compliant teachers.

	School
This School	--
All Schools in District	--

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as “1”. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2007-2008	2008-2009
Total Teachers	23	20
Teachers with Full Credential	23	20
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0

Pre-Internship	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0	1
Master's Degree plus 30 or more semester hours	4	32
Master's Degree	2	15
Bachelor's Degree plus 30 or more semester hours	14	121
Bachelor's Degree	0	96
Less than Bachelor's Degree	0	0

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2006-07	2007-08	2008-09
Vacant Teacher Positions	---	0	0

Teacher Evaluations

All tenured teachers are evaluated every other year. Probationary and temporary teachers are evaluated each year.

Substitute Teachers

Substitute teachers must pass the CBEST Exam and have at least a Bachelor's Degree.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0.2 FTE/School
Librarian	0.66 FTE/School
Psychologist	3/District

Social Worker	--
Nurse	0.5 FTE/District
Speech/Language/Hearing Specialist	4.2/District
Resource Specialist (non-teaching)	1 FTE/School
Reading Teacher	1.2 FTE/School
Other – Special Day Class	1 FTE/School

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.2	1:1700

VII. Curriculum and Instruction

School Instruction and Leadership

Heather School prides itself on quality instruction for all students. State and district guidelines are followed and grade level expectations are aligned with state standards. Teachers participate in professional development opportunities collaborating to develop and implement best practices in delivering instruction and curriculum in the core subjects and beyond. Going beyond the core subjects, Heather provides educational experiences that include all areas of development: physical education, Art in Action, computer technology, and music. We provide enrichment and support programs to help every student reach their fullest potential.

As a school community we work together on many levels to promote educational excellence. The Heather School Site Council comprised of five parents and five staff, work together to develop our school site plan and manage the School & Library Improvement Program (SLIP) funds. Grade level teams meet regularly to analyze student work and plan instruction. Parents and teachers work together with the PTA towards budgetary decisions on supporting the continuation of school programs. Teachers participate in professional development and collaborate in order to address the needs of our high achieving students. Instruction is differentiated to meet the learning needs of all students.

Professional Development

Heather staff is committed to professional development to improve teaching practice and promote achievement for all students. We meet regularly as a whole staff and in grade level teams to analyze student work, identify needs, articulate instructional strategies, and refine our practice. In the past seven years, we have worked in partnership with a number of organizations including the Bay Area School Reform Collaborative and the Noyce Foundation networking with other schools and educational professionals in the Bay Area. For three years during 2002-2005, staff focused on the area of math, specifically number sense and concept development. We have a commitment to provide mathematical instruction that balances conceptual thinking with skills and computation. In 2004 - 2007 Heather teachers participated in the “Every Child a Reader and Writer” initiative, using writing workshop as a tool to develop authentic authors and to improve writing. Heather teachers have engaged in the district-wide focus in the area of writing, working with the Bay Area Writing Project, which included coaching opportunities modeling exemplary teaching in the classroom. In the last two years, starting in 2007, in conjunction with our new FOSS science adoption, teachers have participated in a district-wide professional development focus in providing a consistent, cohesive hands-on science program.

Quality and Currency of Textbooks and Other Instructional Materials

Teachers participate in district-wide pilot studies, providing input on textbook adoption. New textbook adoptions are made in accordance with state guidelines and adoption cycles. In addition, the educational program includes the incorporation of a wealth of materials and instructional strategies that enable teachers to differentiate instruction and support all of the learning needs of their students.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Heather has sufficient standards-based texts in language arts, math, science, and history-social science. We follow the State curriculum cycles for textbook adoption.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43,680	36,000
1	51,380	50,400
2	51,380	50,400
3	52,060	50,400
4	54,320	54,000

Total Number of Minimum Days

Heather meets & exceeds the state minimum requirements.

VIII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2007-2008)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount 2007-08	County Average For Districts In Same Category 2007-08
Beginning Teacher Salary	\$44,946	38,159
Mid-Range Teacher Salary	\$66,420	59,148
Highest Teacher Salary	\$85,330	73,514
Average Principal Salary	\$100,850	132,994
Superintendent Salary	\$152,652	N/A
Percent of Budget for Teacher Salaries	41.00%	41.6%
Percent of Budget for Administrative Salaries	5.80%	5.9%

Expenditures (Fiscal Year 2007-2008)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
21,724,670	8,429	\$7,789	\$8,117

Types of Services Funded

In 2007-08, 65% of total District expenditures funded salaries and benefits for teachers and instructors. 11% of total expenditures funded student support personnel such as counselors, psychologists, librarians, as well as maintenance staff. 7% of expenditures funded school and district administration; 4% funded additional/excess special education services; 4% funded instructional supplies and materials. The remaining 13% of total expenditures funded District operations, such as utility costs; building maintenance and repairs; etc.

	Enrollment	Avg. Teacher Salary	Site Expenditures per pupil		
			Total Expenditures	Unrestricted	Restricted
ARUNDEL Elementary	394	\$58,818	\$6,936	\$5,193	\$1,743
BRITTAN ACRES	368	\$63,734	\$5,978	\$4,976	\$1,002
Central MS	560	\$89,452	\$5,767	\$4,400	\$1,367
HEATHER	325	\$65,549	\$7,064	\$5,365	\$1,699
TIERRA LINDA MS	521	\$71,621	\$4,966	\$4,104	\$ 862
WHITE OAKS	376	\$65,985	\$6,043	\$5,130	\$ 914
Charter Learning Center	239	\$64,380	\$10,510	\$6,904	\$3,605
San Carlos School Dist	2,869	\$66,380	\$8,823	7,574.28	1,248.71