



College Primary School

College School District

2011-2012 School Accountability Report Card

Published in the 2012-2013 School Year

College School District

"Our College Kids Can!"

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Maurene Donner
Principal

College Primary School

3525 Pine Street
Santa Ynez, CA 93460
(805) 686-7300

Grades Kindergarten and One

Santa Ynez Elementary School

3325 Pine Street
Santa Ynez, CA 93460
(805) 686-7310

Grades Two through Eight

District Mission Statement

The College School District provides a high quality education. We promote success for every student in a safe and engaging learning environment. An energetic, cohesive team of highly skilled professionals, work in partnership with parents and community members to assist each child in reaching his individual potential.

Principal's Message

Welcome to the College School District! Our district is comprised of two campuses located two blocks from one another: kindergarten and first grade students attend the College Primary campus, where the district office is also located; grades two through eight and the school office are housed at the Santa Ynez Elementary School campus.

We're proud of our accomplishments of our Bobcats over the years! Here are a few highlights:

- California Distinguished School Award - 2012 and 2002
- National Blue Ribbon Nominee - 2009
- Highest API Subgroup Scores (Hispanic, White, SED, EL) in the Santa Ynez Valley - 2009
- Title One Achieving School Award - 2008
- Highest API English Learner (EL) Subgroup Scores in Santa Barbara County - 2008
- Highest Academic Performance Index (API) Growth Score in Santa Barbara County - 2007
- General Obligation Bond Measure Passage - 2004

Congratulations Bobcats!
Developing World Class Learners!
Our College Kids CAN!

Community & School Profile

College Elementary School District, located in northern Santa Barbara County, is one of the oldest school districts in California. The district was initially formed in 1844 as the Santa Ynez Mission's seminary. Classes have been held at the College campus since the late 1800s. Construction began at the Santa Ynez campus in 1964 and our gymnasium was completed in 1971.

Our districtwide focus supports every student's achievement of district and state standards. College Elementary School District is comprised of two campuses, College Elementary School and Santa Ynez Elementary School. The campuses are adjoining and share the same administration. College Elementary School serves as the district's Early Learning Center for students in preschool and grades kindergarten through one. Students in grades two through eight attend Santa Ynez Elementary School. The two campuses operate as a single, integrated school that served 196 students in the 2011-12 school year; 56 in grades K-1 and 172 in grades 2-8. For reporting purposes, the data in this report card reflects students in kindergarten and first grades. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group

2011-12

	Percentage
American Indian	1.8%
Hispanic or Latino	69.6%
White	26.8%
Two or More	1.8%

In 1999, under new leadership, the district began a process leading to the completion of its first-ever Strategic Plan, giving a revitalized focus and direction to its governance and instructional programs. The Superintendent and School Board work closely with teachers and staff as a Governance Team to lead and support the work of the district. The Principal works closely with teachers and staff to create outstanding programs and learning opportunities for all students.

The State of California recognized the success of our programs by naming College and Santa Ynez Elementary Schools California Distinguished Schools, Title I Achieving Schools, and National Blue Ribbon Nominees.

Discipline & Climate for Learning

"Our College Kids Can!" This slogan exemplifies our belief in our Bobcats. Our College Kids Can...and they do! We have implemented a wide variety of activities to recognize student effort and achievement. Some of these include our trimester Honor Roll assemblies, Perfect Attendance certificates, student leadership opportunities for seventh and eighth grade students, Bobcat Tales newsletter recognition, announcements, and press releases. Additionally, our playground staff issue Character Counts Slips, and teachers provide classroom rewards to recognize and reinforce positive attitude and behavior.

Students at College Primary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our Schoolwide Discipline Plan provides grade-level appropriate standards, rewards, and consequences for all students. This plan clearly outlines the detention policy, grounds for suspension and expulsion, and the dress code. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience.

The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment. Parents and students are informed of discipline policies through Tuesday Folders that go home with students each week, the school handbook, and both formal and informal home-to-school communication.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	0	0	0	1	2	2
Suspension Rate	0.0%	0.0%	0.0%	0.2%	0.5%	0.5%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Class Size

The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	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	
By Grade Level										
K	20	15	20	1	2	1	-	-	-	-
1	18	20	19	1	1	1	-	-	-	-
K-1	-	-	21	-	-	-	-	-	1	-

Teacher Assignment

College School District recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	3	3	3	20
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students.

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 vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- 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.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

The review and revision of the curriculum at College School District is an ongoing process, particularly with the adoption of state and district content and performance standards. Our School Leadership Team works with grade level teams to review disaggregated schoolwide data and to facilitate the implementation of standards-based curriculum, data-driven instruction, supplemental programs, and ongoing assessment. Instructional consultants assist with this process.

The Superintendent and Principal work closely with the faculty and staff to develop a comprehensive professional development program and budget to support school needs. For the past three years, the district offered three staff development days during which teachers were offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Counseling & Other Support Services (School Year 2011-12)

It is our goal to assist students in their social, personal, and academic development. District and county resources provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Qualified, credentialed personnel provide counseling and support services either through the district, Santa Barbara County, or Healthy Start. A Youth Services Specialist provides counseling and safe and drug-free activities for all students. The school does not have an academic counselor. The chart displays support staff available to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Family Service Worker	1	1.0
Health Aide	1	0.4
Healthy Start Representative	1	1.0
Nurse	1	0.4
Psychologist	1	0.4
Resource Specialist	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.4

College and Santa Ynez Elementary Schools use all available programs and community resources to assist students in their emotional and academic development. These include: Early Morning Drop-Off, Homework Club, Family Literacy, Migrant and English Language Learner services, library, computer, and music activities, Healthy Start, GATE, Americorps Tutoring, Speech and Language assistance, and comprehensive Special Education services.

All curriculum and instruction in the College Elementary School District is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every student receives a standards-aligned core program using research-based and proven effective instructional materials and strategies. Our goal is to ensure that all students are provided the support they need in order to experience academic success. Through teacher training, monitoring of student achievement, differentiation of instruction, and other special programs, we are able to offer programs to meet the individual learning needs of our students.

The district's Strategic Plan outlines specific, measurable goals to ensure every child the opportunity to meet or exceed state standards at each grade level. During the 2011-12 school year, the district utilized the following programs to meet these goals:

Gifted and Talented Education (GATE)

Student in grades three through eight, capable of high levels of achievement, participate in the District's GATE program. GATE students are identified by test results and teacher or parent referral. In grades three through six, students participated in a pull-out enrichment program. Students in grades seven and eight enrolled in Honors Language Arts and Math courses.

English Language Development

Students are identified as English Learners through Home Language Surveys and the California English Language Development Test (CELDT). In addition to participating in the ExCEL program, English Learners worked with teachers trained in teaching students whose first language is not English and received support from a credentialed teacher and bilingual assistants. The Family Literacy Program provided quarterly programs held in the evening for English-learning students and their families. A District Language Assessment Team monitors the progress of our English Learners, including determining when a student is ready to be redesignated to a higher level of English proficiency or fluency.

Special Education

Students with disabilities are accommodated with a variety of options. Individual Education Plans (IEPs) are developed by teams of teachers, administrators, and the participating students' parents, to establish goals and objectives and define additional services needed to assist students in a successful academic career. The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions. College Elementary School District is part of the Santa Barbara County Special Education Local Plan Area (SELPA).

The Santa Barbara County SELPA allows participating districts to pool resources and expertise in the field of special education. College and Santa Ynez Elementary Schools offer special education services including a Resource Specialist Program and Special Day Class Program.

Testing Data Note

Because the school only enrolls kindergarten through first grade students, it does not participate in STAR testing. Thus, there will be no testing data reported.

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%

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's, 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	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	N/A	N/A	No	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API 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 schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools 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.

Note: Because the school only enrolls kindergarten through first grade students, it does not participate in STAR testing. Thus, there will be no testing data reported.

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 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. **Note: Because the school only enrolls kindergarten through first grade students, it does not participate in STAR testing. Thus, there will be no testing data reported.**

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Subject	California Standards Test (CST)								
	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	*	*	*	68	73	72	52	54	56
Mathematics	*	*	*	71	74	70	48	50	51
Science	*	*	*	73	78	78	54	57	60
History/Social Science	*	*	*	61	81	66	44	48	49

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

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes English/Language Arts and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in English/Language Arts for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

Textbooks & Instructional Materials (School Year 2012-13)

College School District provides sufficient and current textbooks and materials to support instructional programs. Our schools provide students with their own textbooks. College Elementary School District held a Public Hearing on October 9, 2012, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. The district follows the state Instructional Materials Adoption Cycle.

We use a comprehensive review process, facilitated by a school committee, to examine state-approved textbooks and materials prior to recommendation to the Board of Trustees for adoption. A thorough evaluation process takes place among teachers who then provide their input and recommendations. Most recently, we have adopted a new Reading/Language Arts program, Houghton Mifflin (K-6) and Holt, Rinehart, & Winston (7-8), and a new Mathematics program, Pearson/Scott Foresman (K-6). This standards-based program helps to ensure that our students engage in reading/language arts instruction linked to state and district standards.

The table displays information collected in April 2013 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
K-1	History/Social Science	Scott Foresman	2005	Yes	0.0%
K-1	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K-1	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-1	Science	Foss Science Kits - Standards Aligned	2006	Yes	0.0%

Computer Resources

Technology resources available throughout our schools are currently at their maximum capacity. The district has obtained funding that will allow modernization of the schools and incorporate state-of-the-art technology into their educational programs. At present, each classroom has at least one computer for student use; all computers at Santa Ynez Elementary School are connected to the Internet. A 30-workstation computer lab integrates technology throughout the standard curriculum. All K-8 students receive computer-assisted instruction on a weekly basis.

Availability of Additional Internet Access at Public Locations

For additional research materials and Internet availability, students are encouraged to visit the public libraries located at the Solvang Public Library at 1745 Mission Drive in Solvang. The library contains numerous computer workstations available for student use.

Safe School Plan

The safety of students and staff is a primary concern of College Elementary School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, teachers and noon yard supervisors supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. While we welcome parents and other visitors to our schools, we ask anyone wishing to visit our campus to please notify school staff in advance. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. College Primary School reviews the plan annually; the plan was last updated and reviewed with school staff in October 2012. An updated copy of the plan is available to the public at the school and at the district office.

School Facilities

Built in 1938, College Primary School's buildings are some of the oldest still in use in the Santa Ynez Valley. Facilities include classrooms, district administration offices, and playground space. The facility strongly supports teaching and learning through its classroom and playground space. The chart displays the results of the most recent facilities inspection.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance and operations staff 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. Emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions				
Date of Last Inspection: August 20, 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			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

School Leadership

Leadership at College Primary School is a responsibility shared among district and school administration, instructional staff, students, and parents.

Superintendent Jim Brown has led the school district for 12 years. Dr. Brown celebrates 33 years of classroom and administrative experience.

Principal Maurene Donner has been a teacher in the district for 25 years. Mrs. Donner's role includes the responsibility of coordinating on-site activities at school to make sure our schools run smoothly. Feel free to contact her in the Santa Ynez Elementary School office during regular school hours.

Our schools offer a well-balanced and rigorous core curriculum at all grade levels; instructional programs are aligned with state and district standards. Our district Superintendent, Principal, teachers representing all grade levels, and a representative from classified personnel, meet regularly to review and evaluate curriculum and instruction. This School Leadership Team works with grade-level teams of teachers to ensure consistent, articulated implementation of instructional programs.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These include:

- English Language Advisory Committee
- GATE Parent Advisory Committee
- Parent Teacher Association (PTA)
- School Site Council
- Strategic Planning Team
- Student Study Teams

The School Site Council consists of school staff and parents. It is the major governing body that meets regularly to address the effectiveness and appropriateness of the various programs and components offered by the schools and to act as a communication liaison between the community and the schools.

We welcome parents to become active members on one or more of the many committees and councils, such as the PTA and School Site Council, as well as to attend School Board meetings to stay abreast of district and school issues.

Parent Involvement

Parents and the community are very supportive of the educational programs at College and Santa Ynez Elementary Schools. Parents are encouraged to participate by volunteering in the library and classrooms. Our Parent Teacher Association supports numerous programs and activities. Our programs are enriched by the generous contributions of the PTA and the Santa Ynez Valley Education Foundation. Please call Principal Maurene Donner at (805) 686-7310 for details on how to volunteer your time.

Contact Information

For more information about our school, please call the school office at (805) 686-7310.

Expenditures & Services Funded (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$17,939
From Supplemental/Restricted Sources	\$1,911
From Basic/Unrestricted Sources	\$16,028
District	
From Basic/Unrestricted Sources	\$16,028
Percentage of Variation between School & District	0.00%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	193.82%

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>.

District Revenue Sources (Fiscal Year 2011-12)

College School District receives federal and state aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Gifted & Talented Education
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance & Review
- Title I



Teacher & Administrative Salaries (Fiscal Year 2010-11)

This 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 district's 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 Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$47,758	\$38,625
Mid-Range Teachers	\$72,290	\$55,530
Highest Teachers	\$91,563	\$70,729
Elementary School Principals	\$112,081	\$92,955
Superintendent	\$130,689	\$106,757
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.2%	37.0%
Administrative Salaries	7.1%	6.9%

School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$78,313
District	\$78,083
Percentage of Variation	0.29%
School & State	
All Elementary School Districts	\$57,019
Percentage of Variation	37.35%

Data Sources

Data within the SARC was provided by College 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.