

Santa Ynez Elementary School

College School District



2007-08 School Accountability Report Card

Published in the 2008-09 School Year

College Elementary School District

"Our College Kids Can!"

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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 are very pleased with the academic success that our students showed during the 2007-08 school year. College School District continues to show strong academic achievement. We posted scores in the 800s schoolwide and in all subgroups, with our English Learner subgroup posting the highest API scores in Santa Barbara County.

We were awarded the California Title 1 Achieving Schools Academic Award. Our students showed a significant growth in their learning and all subgroups posted strong gains, allowing us to close the achievement gap. Our programs offer achievement for all students within a safe, orderly, and secure environment. A wide variety on enrichment programs round out the course offerings for our students. The District also provides College campus classroom space to house the Santa Ynez Valley Charter School, which began operating independently in 2001. Please come learn and grow with us!

Community & School Profile

College Elementary School District, located in northern Santa Barbara County, is one of the oldest school districts in California. It 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 is to support 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 223 students in the 2007-08 school year; 49 in grades K-1 and 174 in grades 2-8. For reporting purposes, the data in this report card reflects students in grades 2-8.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.7%
American Indian	12.1%
Asian	0.6%
Caucasian	37.9%
Filipino	0.6%
Hispanic or Latino	47.1%
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Multiple or No Response	0.0%

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 together 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 Primary and Santa Ynez Elementary Schools California Distinguished Schools and Title I Achieving Schools.

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 Santa Ynez Elementary 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 schools’ 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	56	10	3	56	12	5
Suspension Rate	25.7%	5.7%	1.7%	12.2%	2.8%	2.2%
Expulsions	1	0	0	1	0	0
Expulsion Rate	0.5%	0.0%	0.0%	0.2%	0.0%	0.0%

Teacher Assignment

College Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Santa Ynez Elementary School had 16 fully credentialed teachers.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	15	15	16	20
Without Full Credentials	0	1	0	0
Working Outside Subject	0	1	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.

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

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	87.5%	12.5%
District	88.5%	11.5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

The review and revision of the curriculum at Santa Ynez Elementary School District is an ongoing process, particularly with the adoption of State and District content and performance standards. To facilitate this process our School Leadership Team, supported by participation in the California School Leadership Academy's School Leadership Center, 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 School Leadership Team, faculty, and staff to develop a comprehensive professional development program and budget to support school needs. During the 2007-08 school year, the District offered three staff development days during which teachers were offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Class Size

The Class Size Distribution table shows the average class size by grade and subject area. 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			
06	07	08	06	07	08	06	07	08	06	07	08	
By Grade Level												
2	11	12	11	2	2	2	-	-	-	-	-	-
3	13	11	12	2	2	2	-	-	-	-	-	-
4	17	13	10	2	2	2	-	-	-	-	-	-
5	13	16	13	2	2	2	-	-	-	-	-	-
6	19	12	14	2	2	2	-	-	-	-	-	-
By Subject Area												
Math	20	15	18	3	3	3	-	1	-	1	1	-
Social Science	-	37	27	-	-	1	-	-	1	-	2	-

Textbooks & Instructional Materials

College Elementary 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 14, 2008 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 new science programs for our district: Foss California Science series, grades K-1; Harcourt California Science, grades 2-6; and Holt Rinehart Science for grades 7 and 8. This standards-based program helps to ensure that our students engage in science instruction linked to State and District standards.

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 students receive computer-assisted instruction on a weekly basis.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	GizUWYbh	% Lacking	
7th-8th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%	
2nd-5th	English/ Language Arts	Houghton T&E	2002	Yes	0.0%	
6th	English/ Language Arts	Houghton T&E	2002	Yes	0.0%	
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%	
2nd-5th	Mathematics	Scott Foresman	2001	Yes	0.0%	
6th	Mathematics	Scott Foresman	2001	Yes	0.0%	
2nd-5th	Science	Harcourt	2006	Yes	0.0%	
6th	Science	Harcourt	2006	Yes	0.0%	
7th-8th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%	
6th-8th	Social Science/ History	Prentice Hall	2005	Yes	0.0%	
2nd-5th	Social Science/ History	Scott Foresman	2005	Yes	0.0%	

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.

Adequate Yearly Progress

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	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
Not in PI	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
Percentage of Schools in PI	-	0.00%

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. Detailed information about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/>.

This table displays the school's statewide and similar schools 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 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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	4	44	-1	837
Socioeconomically Disadvantaged				
Actual Growth	35	80	27	830
Hispanic or Latino				
Actual Growth	36	78	14	829
Caucasian				
Actual Growth	1	19	2	883
English Learners				
Actual Growth	34	71	35	832

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the <http://star.cde.ca.gov/>.

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

California Standards Test									
Subject	School			District*			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	47	60	56	51	57	63	42	43	46
Mathematics	59	60	61	61	62	67	40	40	43
Science	42	63	70	38	63	73	35	38	46
History/Social Science	39	60	53	33	46	55	33	33	36

*This report includes all District students in grades 2-8.

This 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.

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	53	58	76	50
Female	59	64	62	56
African American	*	*	*	*
American Indian	30	43	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Caucasian	74	68	74	67
Hispanic	47	59	72	36
English Learners	35	55	63	*
Students with Disabilities	12	8	*	*
Students Receiving Migrant Education Services	*	*	*	*
Socioeconomically Disadvantaged	47	59	79	*

*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.



Physical Fitness Testing

In the spring of each year, Santa Ynez Elementary School is required by the State to administer a physical fitness test to all students in the fifth and seventh grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who 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		
2007-08 Test Results		
	5th Grade	7th Grade
School		
School Overall	24.0%	16.0%
School (Boys)	16.7%	7.7%
School (Girls)	30.8%	25.0%
District		
District Overall	24.0%	16.0%
District (Boys)	16.7%	7.7%
District (Girls)	30.8%	25.0%
State		
State Overall	28.5%	32.9%
State (Boys)	25.5%	30.2%
State (Girls)	31.6%	35.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.		

Counseling & Support Staff

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. Principal Lorna Glenn serves as the academic counselor at the school as part of her administrative duties. The academic counselor to pupil ratio is 1:174.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Family Resource Specialist	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

Students 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.

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. 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.

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.

School Leadership

Leadership at Santa Ynez Elementary School is a responsibility shared among District and school administration, instructional staff, students, and parents. Principal Lorna Glenn has led the school for three years. Ms. Glenn brings with her over 20 years of elementary and middle school classroom and administrative experience. Our schools offer a well-balanced and rigorous core curriculum at all grade levels; instructional programs are aligned with State and District standards. A School Leadership Team, comprised of the District Superintendent, the Principal, teachers representing all grade levels, and a representative from classified personnel, meets regularly to review and evaluate curriculum and instruction. The 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: Parent Teacher Association (PTA), English Language Advisory Committee, School Site Council, GATE Parent Advisory Committee, Strategic Planning Team, and 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.

Parent Involvement

Parents and the community are very supportive of the educational programs at Santa Ynez Elementary School. 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 Lorna Glenn 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.

School Facilities & Safety

Built in 1964, Santa Ynez Elementary School's buildings are some of the oldest still in use in the Santa Ynez Valley. Facilities include a computer lab, library, school office, District administration offices, playgrounds, and athletic courts. In May 2008, the school completed a modernization project that included upgrading the following systems schoolwide: HVAC, plumbing, electrical, phone, bells, voicemail, internet, and technology. The school also modernized the paving, windows, flooring, cabinets, doors, and marker boards. The facility strongly supports teaching and learning through its classroom and playground space. Facility information was current as of February 25, 2009.

School Facility Conditions				
Date of Last Inspection: 2/25/09				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			8 YÜWjYbWm' / 'FY a YXjU' Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$317,000 for the deferred maintenance program. This represents 7.96% of the District's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the District's governing board approved deferred maintenance projects for this school that will result in the repainting of classroom exteriors and striping and slurry seal for the playground. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

The safety of students and staff is a primary concern of Santa Ynez 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.

Santa Ynez Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in March 2008. An updated copy of the plan is available to the public at the school and at the District office.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 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	\$19,741
From Restricted Sources	\$2,355
From Unrestricted Sources	\$17,386
District	
From Unrestricted Sources	\$15,751
Percentage of Variation between School & District	53.11%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	228.04%

District Revenue Sources

For the 2006-07 school year, the District received approximately \$3,750 per student in 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



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having fewer than 1,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$42,648	\$37,322
Mid-Range Teachers	\$64,555	\$53,824
Highest Teachers	\$79,484	\$67,700
Elementary School Principals	\$100,088	\$85,507
Superintendent	\$121,587	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.9%	37.6%
Administrative Salaries	8.3%	6.4%

School Site Teacher Salaries

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	\$72,365
District	\$71,415
Percentage of Variation	1.33%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	33.21%

Data Sources

Data within the SARC was provided by Santa Ynez Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.