

College Primary School

CDS Code:42-69179-6045355

College School District



2013-2014 School Accountability Report Card *Published in the 2014-2015 School Year*

College 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

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

College School District provides a 21st century education in a safe and engaging learning environment. Through innovative opportunities, a cohesive team of dedicated, highly-skilled professionals works in partnership with parents and community members to assist each student in reaching his or her 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 First-Ever accomplishments of our Bobcats over the years! Here are a few of our First-Evers:

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

Congratulations Bobcats!

Developing World Class Learners!

Our College Kids CAN!

Community & School Profile (School Year 2014-15)

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. For reporting purposes, the data in this report card reflects students in kindergarten and first grades.

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.

School Enrollment (School Year 2013-14)

In the 2013-14 school year, both schools served a total of 219 students; 46 in grades K-1 and 173 in grades 2-8. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	27	22	28
1st	29	25	18

Enrollment by Student Group	
2013-14	
	Percentage
Hispanic or Latino	41.3%
White	36.9%
None Reported	21.8%
English Learners	30.4%
Socioeconomically Disadvantaged	28.3%
Students with Disabilities	2.2%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

	Teacher Credential Status			
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	3	3	3	17
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher Misassignments & Vacancies

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 positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	12-13	13-14	14-15
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 2013-14)

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. 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 39 percent or less.

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

Textbooks & Instructional Materials (School Year 2014-15)

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 14, 2014, 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, Pearson Scott Foresman (K-1), 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 February 2015 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	Pearson Scott Foresman	2013	Yes	0.0%
K-1	Science	Foss Science Kits - Standards Aligned	2006	Yes	0.0%

School Facilities (School Year 2014-15)

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: 08/14/2014				
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)
- The Academic Performance Index
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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).

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	*	*	73	73	65	54	56	55
Mathematics	*	*	*	74	70	62	49	50	50
History/Social Science	*	*	*	81	66	90	48	49	49

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

Academic Performance Index

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

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

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools. Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. **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.**

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:• Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Parent Involvement (School Year 2014-15)

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.

State Priority: School Climate

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

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

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 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 table displays the total number and percentage of suspensions and expulsions at the school and in the district. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspension Rate	0.0%	2.1%	2.0%	0.4%	1.1%	1.8%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The three-year statewide suspension rates for comparison are:

2011-12: 5.7%
 2012-13: 5.1%
 2013-14: 4.1%

The statewide expulsion rate was 0.1% for each of the last three years.

Safe School Plan (School Year 2014-15)

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 September 2014. An updated copy of the plan is available to the public at the school and at the district office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

School Leadership

Leadership at Santa Ynez Elementary School is a responsibility shared among district and school administration, instructional staff, students, and parents. Superintendent Jim Brown has led the school district for 15 years. Dr. Brown celebrates 35 years of classroom and administrative experience.

Principal Maurene Donner has been a teacher in the district for 27 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 reach her in the College Elementary 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.

Federal Intervention Program (School Year 2014-15)

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 (2014-15)		
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	50.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
12	13	14	12	13	14	12	13	14	12	13	14	
By Grade Level												
K	9	12	14	2	4	2	-	-	-	-	-	-
1	4	12	18	2	4	1	-	1	-	-	-	-

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 2013-14)

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. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

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	1	1.0
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: Homework Club, Family Literacy, Migrant and English Language Learner services, library, computer, and music and art 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 2013-14 school year, the district utilized the following programs to meet these goals:

Gifted and Talented Education (GATE)

Student in grades three through eight who are 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.

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.

Expenditures & Services Funded (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 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.

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, is not controlled by law or donor.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$18,745
From Supplemental/Restricted Sources	\$1,562
From Basic/Unrestricted Sources	\$17,183
District	
From Basic/Unrestricted Sources	\$17,183
Percentage of Variation between School & District	0.0%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	266.4%

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 2013-14)

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 (School Year 2012-13)

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		
2012-13		
	District	State
Beginning Teachers	\$49,683	\$38,970
Mid-Range Teachers	\$75,204	\$56,096
Highest Teachers	\$95,253	\$71,434
Elementary School Principals	\$119,001	\$91,570
Superintendent	\$148,030	\$107,071
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	9.0%	7.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

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	\$75,995
District	\$80,532
Percentage of Variation	-5.6%
School & State	
All Elementary School Districts	\$57,931
Percentage of Variation	31.2%