College Elementary School District
College Elementary
2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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DISTRICT INFORMATION
College Elementary School District
3525 Pine Street
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BOARD OF EDUCATION
Erica Flores,
President
Calisse Courtney,
Vice President/Clerk
Peter Wright,
Member
Kyle Abelo,
Member
Molly Carrillo-Walker,
Member

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/.
- 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.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

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. Santa Ynez Elementary School facilities have recently been updated and reflect a state-of-the-art learning environment. 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 the 2017-18 school year, the district changed the grades that each school serves. College Elementary School now serves TK and Kindergarten students, and Santa Ynez Elementary School serves grades 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, California Gold Ribbon Schools, Title I Achieving Schools, and National Blue Ribbon Nominees.

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:

- California Distinguished School Award, 2002, 2012, 2020
- 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
- First-Ever California Pivotal Practices Award, 2022
- First-Ever California Positive Behavioral Interventions and Supports Gold Award, 2022
- CA Gold Ribbon, 2016
- Title I Academic Achievement Award, 2016
- AVID Elementary Certified Site
- AVID Highly Certified Site for Middle School

Congratulations Bobcats!

Our College Kids CAN!

Developing World Class Learners!

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	44.4
Male	55.6
Non-Binary	
American Indian or Alaska Native	3.7
Asian	
Black or African American	
Filipino	
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	
White	29.6
Two or More Races	
EL Students	25.9
Foster Youth	3.7
Homeless	
Military	
Socioeconomically Disadvantaged	44.4
Migrant Education	
Students with Disabilities	14.8

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	27
Total	27

CONDITIONS OF LEARNING
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; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	100.00	19.80	79.91	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.40	18.04	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12,115.80	4.41
Unknown	0.00	0.00	0.50	2.01	18,854.30	6.86
Total Teaching Positions	2.00	100.00	24.80	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	100.00	17.70	72.75	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	10.64	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.70	11.17	11,953.10	4.28
Unknown	0.00	0.00	1.30	5.44	15,831.90	5.67
Total Teaching Positions	2.00	100.00	24.40	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	08/11/2022
Data Collected:	August 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 3: Evidence of ants. Classroom 4: Evidence of termite in north attic.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Fair	Classroom 4: Ramp top has damage (rot). Multipurpose Room: Floor damage. Multipurpose Room: Rook leak during rain.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
Built in 1964, College 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, playgrounds, and athletic courts. College Elementary School facilities have recently been updated and reflect a state-of-the-art learning environment. The facility strongly supports teaching and learning through its classroom and playground space.

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.

INSTRUCTIONAL MATERIALS
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 11, 2022, 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.

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK-K / Course: Reading/Language Arts / Publisher: McGraw-Hill / Adoption: 2017	Yes	0
Mathematics	Grades: TK-K / Course: Mathematics / Publisher: Pearson Scott Foresman / Adoption: 2009	Yes	0
History / Social Science	Grades: TK-K / Course: History/Social Science / Publisher: Scott Foresman / Adoption: 2005	Yes	0
Science	Grades: TK-K / Course: Science / Publisher: Foss Science Kits - Standards Aligned / Adoption: 2006	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	29	29	11	37.9
Female	14	14	6	42.9
Male	15	15	5	33.3
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	19	19	9	47.4
Native Hawaiian or Pacific Islander	0	0	0	0
White	9	9	2	22.2
Two or More Races	0	0	0	0
EL Students	8	8	4	50
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	14	14	6	42.9
Migrant Education	0	0	0	0
Students with Disabilities	6	6	2	33.3

PARENT ENGAGEMENT

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

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, and with the Homework and Reading Club. 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.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of College Elementary School District. 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. The school reviews the plan annually; the plan was last updated and reviewed with school staff in September 2022. An updated copy of the plan is available to the public at the school and at the district office.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	2.02	0	0.8	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit Solvang Public Library at 1745 Mission Drive in Solvang. The library contains numerous computer workstations available for student use.

PROFESSIONAL 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/Principal works 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 five staff development days during which teachers were offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	9	9	9

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

COUNSELING AND SUPPORT SERVICES

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. SPAN and DARE Specialists provide counseling and safe and drug-free activities for all students.

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, PHP Family Resource Center, YMCA ASES Afterschool Enrichment Programs, library, computer, and music and art activities, GATE, 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.

The district utilizes the following programs to meet these goals:

Gifted and Talented Education (GATE)

Students 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.

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 Ynez Valley Special Education Consortium and 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.

CLASS SIZE DISTRIBUTION

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	11	10	14	2	2	2						
Other												

DISTRICT REVENUE SOURCES

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
- Title I
- Title II

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 26,250
School: From Supplemental/Restricted Sources	$ 2,233
School: From Basic/Unrestricted Sources	$ 24,018
District: From Basic/Unrestricted Sources	$ 24,018
Percentage of Variation between School & District	0 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	264.24 %

TEACHER AND ADMINISTRATIVE SALARIES

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 website.

2020-21 Average Salary Information	District	State
Beginning Teachers	$	$ 46,844
Mid-Range Teachers	$	$ 73,398
Highest Teachers	$	$ 93,345
Elementary School Principals	$	$ 116,457
Middle School Principals	$	$ 122,115
High School Principals	$	$ 0
Superintendent	$	$ 136,296
Teacher Salaries	27 %	30 %
Administrative Salaries	7 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 94,605
District	$ 93,982
Percentage of Variation between School & District	0.66 %
All Similar School Districts	$ 74,053
Percentage of Variation between School & State	27.75 %