

Mary Buren Elementary School

GUADALUPE UNION SCHOOL DISTRICT

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Sandra Bravo, Ph.D., Principal

2007-08 Annual School Accountability Report Card

Published in the 2008-09 School Year

Guadalupe Union School District

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District Mission Statement

The Guadalupe Union School District, in partnership with parents, community, business, and other service agencies, will provide each student the opportunity for a meaningful and appropriate education to acquire the skills needed to succeed, not just survive, in society. We are committed to providing this learning through mutual respect in a safe, clean, and pleasant environment.

Principal's Message

The purpose of this School Accountability Report Card is to provide parents and community members information about Mary Buren Elementary School's programs and procedures.

Our number one goal at Mary Buren is to create a school atmosphere where students, staff and community members have the opportunity to utilize our many resources to further their academic, social, physical and cultural education. This atmosphere is evidenced by, among other things, our dedicated and highly qualified staff, our numerous community outreach programs, our rigorous curriculum and our cultural events.

We are looking forward to continued improvement in student performance, our community assistance programs, and our efforts to enrich our students culturally and artistically. Our staff, our students and our community all continue to work together and progress towards these goals.

School Profile

Guadalupe is located 175 miles northwest of Los Angeles in Santa Barbara County, with a population of approximately 6,000. The Guadalupe Union School District strives to provide a quality education for all its students, with a wide range of programs, and a talented staff dedicated to the needs of its students. The District serves approximately 1,120 students in grades K-8.

During the 2007-08 school year, Mary Buren Elementary School served 748 students in grades K-5. The school operates on a traditional school calendar. Mary Buren Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.0%
American Indian	0.1%
Asian	0.3%
Caucasian	3.3%
Filipino	2.5%
Hispanic or Latino	92.8%
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Multiple or No Response	0.7%

School Leadership

Leadership at Mary Buren Elementary School is a responsibility shared among District administration, school administration, instructional staff, students, and parents. Dr. Sandra Bravo has been with the district since August 1996 as a Certificated Teacher. The 2008-09 school year marks her first year as a school administrator. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council, Leadership Team, Migrant Education Committee, GATE Committee, Parent Teacher Association (PTA), Library Committee, Literacy Night Committee, and Cultural and Social Committee.

Parent & Community Involvement

Parents and the community are very supportive of the education program at Mary Buren Elementary School. Our PTA has made generous contributions of time and money to numerous programs and activities. Students benefit from the Gen Span Program, where older members of our community provide tutoring at the school. The school is also grateful to the PCPA Theater of Santa Maria and Mini Corps of Hancock College for their contributions to the school.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the year. Parents are kept abreast of school activities through Back to School Night, Open House, and Literacy Night.

At the beginning of the 2006-07 school year, parents throughout the District participated in a Parent Education Session. The nine-week program educated parents on how to work with their children on completing homework assignments, how to guide their kids towards college, and how to utilize all the resources within the school district. The program proved to be very successful in helping parents connect with their kids and help them through school issues.

Contact Information

Parents who wish to participate in Mary Buren Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Office Manager Martina Guerrero at (805) 343-2411.

Discipline & Climate for Learning

Students at Mary Buren Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. We believe everyone (students, parents, and staff) has the right to be treated in a respectful and responsible manner, including being free of verbal, nonverbal, or physical abuse. Violation of these rights, as well as disruption of learning or teaching, is unacceptable.

Our school is working to implement the Positive Action Program that develops positive attitudes towards education, and moves students away from the negative consequences of bad behavior. The goal of our discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Rules are clearly communicated and consistently enforced.

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	60	48	56	449	421	292
Suspension Rate	8.0%	6.5%	7.5%	39.1%	37.6%	26.8%
Expulsions	0	0	0	6	4	5
Expulsion Rate	0.0%	0.0%	0.0%	0.5%	0.4%	0.5%

School Attendance

Regular attendance at Mary Buren Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Our attendance clerk monitors attendance daily, and proactively addresses attendance issues before they develop into further problems.

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	21	20	5	1	2	1	5	4	-	-	-
1st	18	19	20	7	5	4	-	1	3	-	-	-
2nd	17	20	17	11	6	8	-	2	-	-	-	-
3rd	19	18	19	7	8	7	-	-	-	-	-	-
4th	27	25	28	-	-	-	4	4	4	-	-	-
5th	27	24	24	-	-	-	4	4	5	-	-	-
K-3	-	18	21	-	1	-	-	-	1	-	-	-
3-4	22	-	-	-	-	-	1	-	-	-	-	-
4-8	-	25	21	-	-	-	-	1	1	-	-	-

Counseling & Support Staff

It is the goal of Mary Buren Elementary School to assist students in their academic, social, and personal development. We provide special attention to students who experience achievement or behavioral difficulty.

Guadalupe Union School District offers extended services to students and parents through the Family Services Center at Leroy Park. State and County agencies may refer families to the Center, where counselors assist the families in finding social and community programs available to them. The center is funded by a School Readiness Grant.

Instructional Materials

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 11, 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. Textbooks in all subject areas are aligned with the California State Content Standards and Frameworks and are selected from the State's most recent list of standards-based materials. Guadalupe Union School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a seven-year cycle.

In a textbook adoption year, the Textbook Committee, comprised of teacher representatives and school administrators, identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The Committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The Committee presents its findings to the Curriculum Council for evaluation. Prior to adoption, the proposed materials are on display for 30 days at the school office and District office for parents and teachers to review.

Computer Resources

The computer lab at Mary Buren Elementary School is equipped with 32 workstations. Students visit the computer lab at least once a week, and have access to various programs, including Accelerated Reader.

Additional Internet Access/Public Libraries

The Guadalupe Branch of the City of Santa Maria Public Library provides free internet access to all community members, including the students of the Guadalupe Union School District. There is also a computer lab at each school site that provides internet access to all students and district staff.

Data Sources

Data within the SARC was provided by Guadalupe Union 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Computer Aide	1	1.0
English Language Development (ELD) Teacher	1	1.0
Health Clerk	1	0.5
Librarian	1	0.5
Library Aide	1	1.0
Outreach Consultant	1	1.0
Psychologist	1	As Needed
Reading First Coach	1	1.0
Resource Specialist	1	1.0
School Resource Officer	1	0.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Open Court	2001	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2005	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw-Hill	2007	Yes	0.0%
K-5	Science	Harcourt Brace	2006	Yes	0.0%

Computer Resources

	05-06	06-07	07-08
Computers	133	120	120
Students per computer	5.6	6.2	6.2
Classrooms connected to Internet	37	37	37

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	No	Yes	No	No
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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
Percentage of Schools in PI	-	50.00%

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 the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>. The table displays the school's statewide and similar schools API ranks.

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 school 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	3	2	2	
Similar Schools Rank	10	9	8	
All Students				
Actual Growth	-14	16	19	715
Socioeconomically Disadvantaged				
Actual Growth	-14	16	18	714
Hispanic or Latino				
Actual Growth	-12	11	17	705
English Learners				
Actual Growth	-29	29	4	677

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 and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	26	30	29	24	29	29	42	43	46
Mathematics	38	42	43	31	33	37	40	40	43
Science	8	12	17	18	18	29	35	38	46
History/Social Science				19	12	21	33	33	36

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	23	44	16	
Female	32	39	19	
Caucasian	42	50	*	
Hispanic	26	40	16	
English Learners	12	30	*	
Students with Disabilities	0	20	*	
Students Receiving Migrant Education Services	24	41	6	
Socioeconomically Disadvantaged	28	42	17	

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

Physical Fitness

In the spring of each year, Mary Buren Elementary School is required by the State to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. The table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period.

Detailed information regarding this test, and comparisons of a school's test results to the District and State levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	22.3%
School (Boys)	11.7%
School (Girls)	34.6%
District	
District Overall	22.3%
District (Boys)	11.7%
District (Girls)	34.6%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

CAT-6

The California Achievement Test (CAT/6) is administered to grades three and seven only and compares students' performance in reading, language, spelling, and mathematics to students across the country. Results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	17	17	18	42	40	45
District	17	17	18	42	40	45
State	37	38	38	55	56	56
Males						
School	12	8	17	45	41	50
Females						
School	22	26	20	39	40	42
Migrant Education						
School	8	16	0	34	37	30
Socioeconomically Disadvantaged						
School	17	17	18	42	40	45
Hispanic or Latino						
School	15	16	17	40	38	42
Students with Disabilities						
School	*	17	*	*	42	*
English Learners						
School	10	12	7	35	39	32

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

Teacher Assignment

Guadalupe Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Mary Buren Elementary School had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 07-08
	School 05-06	School 06-07	School 07-08	
Fully Credentialed	43	42	41	61
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

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

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

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

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. 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	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development at Guadalupe Union School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The District offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Guadalupe Union School District is the recipient of a Reading First Program grant. The program focuses on reading and language arts instruction in grades K-3. The District currently uses the Open Court reading curriculum. The Reading First grant enabled teachers to focus on new areas of reading and English Language Development instruction and academic vocabulary. Teachers received appropriate training in the new program.

School Facilities

Built in 1974, Mary Buren Elementary School is situated on nine acres. School facilities span 67,600 square feet, and include 41 classrooms, a library, computer lab, cafeteria, administrative offices, restrooms, and storage rooms. The school will begin a modernization project to update several buildings in the summer of 2008. The district is also in the process of planning a new middle school to be built at the southeast corner of Highway 1 and Highway 166. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 31, 2008.

School Facility Conditions				
Date of Last Inspection: 09/19/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		Several classrooms, staff room, school offices, and cafeteria are undergoing modernization. Projects will be completed November 2008.
Windows/Doors/Gates/Fences (Interior and Exterior)		X		Several classrooms, staff room, school offices, and cafeteria are undergoing modernization. Projects will be completed November 2008.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Several classrooms, staff room, school offices, and cafeteria are undergoing modernization. Projects will be completed November 2008.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		Several classrooms, staff room, school offices, and cafeteria are undergoing modernization. Projects will be completed November 2008.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation		X		Gophers a problem. Ongoing pest control.
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 supervisors 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 and that 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 governing board has adopted cleaning standards for all schools in the District. All schools are cleaned daily. A summary of these standards is available at the school office or at the District office. 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 \$49,941 for the deferred maintenance program. This represents 0.45% 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 projects that will coincide with the modernization project. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

Mary Buren Elementary School is a closed campus. All visitors are required to sign in and to wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills. The plan was last updated and reviewed with school staff in October 2008.

District Expenditures

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 below 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	\$7,376
From Restricted Sources	\$2,688
From Unrestricted Sources	\$4,688
District	
From Unrestricted Sources	\$5,439
Percentage of Variation between School & District	13.81%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	11.55%

District Revenue Sources

For the 2006-07 school year, the District received approximately \$3,802 per student in Federal and State aid for the following categorical, special education, and support programs:

- Arts & Music Block Grant
- Arts Education Partnership
- Economic Impact Aid
- Enhancing Education Through Technology
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Immigrant Education Program
- Instructional Materials
- Peer Assistance and Review Program
- Reading First
- Safe and Drug Free Schools Program
- School Based Coordination Program
- Special Education
- Staff Development
- Title I Program
- 21st Century Community Learning Centers
- Community Based Tutoring Grants
- Class Size Reduction
- Staff Development
- Supplemental School Counseling

Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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		
2006-07		
	District	State
Beginning Teachers	\$38,513	\$39,773
Mid-Range Teachers	\$63,135	\$61,167
Highest Teachers	\$85,439	\$78,093
Elementary School Principals	\$87,236	\$97,851
Middle School Principals	\$95,298	\$95,855
Superintendent	\$121,076	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.9%	41.0%
Administrative Salaries	6.3%	5.9%

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.

Average Teacher Salaries	
School & District	
School	\$65,482
District	\$68,410
Percentage of Variation	4.28%
School & State	
All Elementary School Districts	\$61,480
Percentage of Variation	6.09%

