

# Santa Ynez Elementary School

CDS Code:42-69179-6045371

College School District



## 2012-2013 School Accountability Report Card *Published in the 2013-2014 School Year*

### College School District

*"Developing World  
Class Learners!"*

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James D. Brown, Ed.D.  
*Superintendent*

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Maurene Donner  
*Principal*

[MDonner@collegeschooldistrict.org](mailto:MDonner@collegeschooldistrict.org)

### College Primary School

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

*Grades Kindergarten and One*

### Santa Ynez Elementary School

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

*Grades Two through Eight*

### District Mission Statement

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

### Principal's Message

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

We're proud of our First-Ever accomplishments of our Bobcats over the years! Here are a few of our First-Evers:

- First-Ever California Distinguished School Award, 2002
- 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 2012-13)

College 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 School District is comprised of two campuses, College Primary School and Santa Ynez Elementary School. The campuses are adjoining and share the same administration. College Primary 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 228 students in the 2012-13 school year; 47 in grades K-1 and 172 in grades 2-8. For reporting purposes, the data in this report card reflects students in kindergarten and first grades.

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.

The chart displays school enrollment broken down by student group and grade.

Enrollment by Student Group	
2012-13	
	Percentage
African American	1.1%
American Indian	7.9%
Hispanic or Latino	57.6%
White	32.2%
Two or More	1.1%
English Learners	32.8%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	0.6%

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
2nd	23	29	26
3rd	18	26	26
4th	31	18	26
5th	26	34	18
6th	22	26	30
7th	16	23	28
8th	28	16	23

## 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 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		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	2	2	3	2	2	5
Suspension Rate	1.2%	1.2%	1.7%	0.5%	0.5%	1.2%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## Class Size

The Class Size Distribution table shows the average class size by grade 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			
11	12	13	11	12	13	11	12	13	11	12	13	
By Grade Level												
2	23	16	23	-	2	-	1	-	1	-	-	-
3	18	13	18	1	2	1	-	-	-	-	-	-
4	16	17	16	2	1	2	-	-	-	-	-	-
5	26	19	26	-	2	-	1	-	1	-	-	-
6	22	26	22	-	-	1	1	1	-	-	-	-
By Subject Area												
English	11	10	11	4	4	4	-	-	-	-	-	-
Math	8	10	8	5	4	5	-	-	-	-	-	-
Science	11	10	11	4	4	4	-	-	-	-	-	-
Social Science	11	10	11	4	4	4	-	-	-	-	-	-

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	17	17	17	20
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.*

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

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.0%	3.0%
District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	N/A	N/A

## Counseling & Other Support Services (School Year 2012-13)

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.

The school provides academic counseling and safe and drug-free activities for all students. The academic counselor-to-pupil ratio is 1:172. The chart displays support staff available to students.

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

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 2012-13 school year, the district utilized the following programs to meet these goals:

## Gifted and Talented Education (GATE)

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

## English Language Development

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

## Special Education

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

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

## 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.

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## Academic Performance Index

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

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2013 Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	7	8	7
Similar Schools	9	10	9
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	45	-29	-5
Hispanic or Latino			
Actual API Change	52	-17	-11
White			
Actual API Change	-	-	-7
Socioeconomically Disadvantaged			
Actual API Change	48	-35	-6
English Learners			
Actual API Change	78	-12	-54

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	169	847	178	836	4,655,989	790
American Indian or Alaska Native	12	836	13	828	30,394	743
Hispanic or Latino	97	825	101	815	2,438,951	744
White	56	883	60	868	1,200,127	853
Socioeconomically Disadvantaged	89	803	95	783	2,774,640	743
English Learners	55	772	58	755	1,482,316	721

## Federal Intervention Program (School Year 2013-14)

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	In PI	Not in PI
First Year in PI	2013-2014	
Year in PI (2013-14)	Year 1	
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	33.3%

## Adequate Yearly Progress (School Year 2012-13)

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)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second 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.

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 Website at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	63	69	72	65	73	73	55	56	54
Mathematics	60	66	76	62	70	74	50	50	49
Science	83	75	87	82	78	78	59	60	57
History/Social Science	91	67	86	90	66	81	49	49	48

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	72	70	78	66
School	67	66	75	67
American Indian	77	46	*	*
Hispanic or Latino	63	64	66	73
White	72	72	94	*
Males	62	66	89	*
Females	72	65	60	*
Socioeconomically Disadvantaged	58	59	59	58
English Learners	55	63	47	*

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

## Physical Fitness Testing (School Year 2012-13)

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

2012-13

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.0%	30.0%	20.0%
7	21.4%	25.0%	32.1%

## Textbooks & Instructional Materials (School Year 2013-14)

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 8, 2013, 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 Common Core State Standards. The district follows the state Instructional Materials Adoption Cycle.

We use a comprehensive review process, facilitated by a school committee, to examine state-approved textbooks and materials prior to recommendation to the Board of Trustees for adoption. A thorough evaluation process takes place among teachers who then provide their input and recommendations. Most recently, we have adopted a new Reading/Language Arts program, Houghton Mifflin (K-6) and Holt, Rinehart, & Winston (7-8), and a new Mathematics program, Pearson/Scott Foresman (K-6). This standards-based program helps to ensure that our students engage in reading/language arts instruction linked to state and district standards. The table displays information collected in January 2014 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
7th-8th	English/ Language Arts	Holt, Rinehart & Winston	2011	Yes	0.0%
2nd-6th	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
2nd-6th	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
2nd-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%

## Computer Resources

Technology resources available throughout our schools are currently at their maximum capacity. The district has obtained funding that will allow modernization of the schools and incorporate state-of-the-art technology into its 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.

## Availability of Additional Internet Access at Public Locations

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

## Safe School Plan (School Year 2012-13)

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 October 2012. An updated copy of the plan is available to the public at the school and at the district office.

### School Facilities (School Year 2013-14)

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, playgrounds, and athletic courts. Santa Ynez 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. The chart displays the results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 08/20/2013				
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			

#### 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.

### Parent Involvement (School Year 2012-13)

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.

### 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 12 years. Dr. Brown celebrates 33 years of classroom and administrative experience.

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

### District Revenue Sources (Fiscal Year 2012-13)

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

### Expenditures & Services Funded (Fiscal Year 2011-12)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2011-12 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	\$18,494
From Supplemental/Restricted Sources	\$1,650
From Basic/Unrestricted Sources	\$16,843
District	
From Basic/Unrestricted Sources	\$16,843
Percentage of Variation between School & District	0.0%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	204.2%

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.

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 Website at: <http://www.ed-data.org>.

### Teacher & Administrative Salaries (Fiscal Year 2011-12)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$49,191	\$38,719
Mid-Range Teachers	\$74,459	\$55,637
Highest Teachers	\$94,310	\$70,797
School Principals	\$115,084	\$90,284
Superintendent	\$146,564	\$104,272
Salaries as a Percentage of Total Budget		
Teacher Salaries	0.3%	0.4%
Administrative Salaries	0.1%	0.1%

### School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$80,005
District	\$81,124
Percentage of Variation	-1.4%
School & State	
All Elementary School Districts	\$57,720
Percentage of Variation	38.6%

### Data Sources

Data within the SARC was provided by College School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.