

Santa Ynez Elementary School

College School District



2008-09 School Accountability Report Card

Published in the 2009-10 School Year

College Elementary School District

"Developing World Class Learners!"

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College Primary School

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

Grades Kindergarten and One

Santa Ynez Elementary School

3325 Pine Street
Santa Ynez, CA 93460
(805) 686-7310
Grades Two through Eight

District Mission Statement

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

Principal's Message

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

We'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

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 that served 208 students in the 2008-09 school year; 38 in grades K-1 and 170 in grades 2-8. For reporting purposes, the data in this report card reflects students in grades 2-8.

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/Principal and School Board work closely with teachers and staff as a Governance Team to lead and support the work of the District. The Lead Teacher works closely with teachers and staff to create outstanding programs and learning opportunities for all students.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.9%
American Indian	12.9%
Asian	0.6%
Caucasian	31.8%
Filipino	0.6%
Hispanic or Latino	51.2%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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.

Discipline & Climate for Learning

“Our College Kids Can!” This slogan exemplifies our belief in our Bobcats. Our College Kids Can...and they do! We have implemented a wide variety of activities to recognize student effort and achievement. Some of these include our trimester Honor Roll assemblies, Perfect Attendance certificates, student leadership opportunities for seventh and eighth grade students, Bobcat Tales newsletter recognition, announcements, and press releases. Additionally, our playground staff issue Character Counts Slips, and teachers provide classroom rewards to recognize and reinforce positive attitude and behavior.

Students at Santa Ynez Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our Schoolwide Discipline Plan provides grade-level appropriate standards, rewards, and consequences for all students. This plan clearly outlines the detention policy, grounds for suspension and expulsion, and the dress code. The program’s design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. The schools’ discipline philosophy promotes a safe school and a warm, friendly classroom environment. Parents and students are informed of discipline policies through Tuesday Folders that go home with students each week, the school handbook, and both formal and informal home-to-school communication.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	10	3	12	12	5	14
Suspension Rate	5.7%	1.7%	7.1%	2.8%	1.3%	3.5%
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 or 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		
	07	08	09	07	08	09	07	08	09	07	08	09			
By Grade Level															
2	12	11	14	2	2	2	-	-	-	-	-	-			
3	11	12	12	2	2	2	-	-	-	-	-	-			
4	13	10	11	2	2	2	-	-	-	-	-	-			
5	16	13	11	2	2	2	-	-	-	-	-	-			
6	12	14	14	2	2	2	-	-	-	-	-	-			
By Subject Area															
English	-	-	25	-	-	1	-	-	1	-	-	-			
Math	15	18	13	3	3	4	1	-	-	1	-	-			
Science	-	-	25	-	-	1	-	-	1	-	-	-			
Social Science	37	27	25	-	1	1	-	1	1	2	-	-			

Teacher Assignment

College Elementary School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Santa Ynez Elementary School had 16 fully credentialed teachers.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	15	17	16	30
Without Full Credentials	1	1	1	1
Working Outside Subject	1	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 semester or year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified.” Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	84.0%	16.0%
District	85.7%	14.3%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

The review and revision of the curriculum at College Elementary 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 and Lead Teacher 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.

Textbooks & Instructional Materials

College Elementary School District provides sufficient and current textbooks and materials to support instructional programs. Our schools provide students with their own textbooks. College Elementary School District held a Public Hearing on October 13, 2009, 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, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
2nd-6th	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
7th-8th	English/ Language Arts	Holt, Rinehart & Winston	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%
2nd-5th	Social Science/ History	Scott Foresman	2005	Yes	0.0%
6th-8th	Social Science/ History	Prentice Hall	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 their educational programs. At present, each classroom has at least one computer for student use; all computers at Santa Ynez Elementary School are connected to the Internet. A 30-workstation computer lab integrates technology throughout the standard curriculum. All students receive computer-assisted instruction on a weekly basis.

Computer Resources			
	06-07	07-08	08-09
Computers	87	140	108
Students per computer	2.0	1.2	1.6
Classrooms connected to Internet	17	22	25

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.

Data Sources

Data within the SARC was provided by College School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/>.

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	8	8	
Similar Schools Rank	9	10	10	
All Students				
Actual Growth	44	-1	-8	825
Socioeconomically Disadvantaged				
Actual Growth	80	27	-23	804
Hispanic or Latino				
Actual Growth	78	14	-20	806
Caucasian				
Actual Growth	19	2	33	910
English Learners				
Actual Growth	71	35	-31	798

California Standards Test

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	60	56	60	57	63	66	43	46	50
Mathematics	60	61	64	62	67	72	40	43	46
Science	63	70	57	63	73	60	38	46	50
History/Social Science	60	53	67	46	55	66	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
African American	*	*		
American Indian	38	48	*	*
Asian	*	*		
Hispanic or Latino	55	60	48	*
Caucasian	77	80	71	*
Males	59	69	75	*
Females	61	60	33	64
Socioeconomically Disadvantaged	53	56	41	*
English Learners	41	48	40	*
Students with Disabilities	15	23	*	*
Migrant Education	*	*		

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

Physical Fitness Testing

In the spring of each year, Santa Ynez Elementary School is required by the State to administer a physical fitness test to all students in the fifth and seventh grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone		
2008-09 Test Results		
	5th Grade	7th Grade
Four of Six Standards		
School	35.0%	20.7%
Five of Six Standards		
School	20.0%	24.1%
Six of Six Standards		
School	15.0%	20.7%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Safe School Plan

The safety of students and staff is a primary concern of College Elementary School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, teachers and noon yard supervisors supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. While we welcome parents and other visitors to our schools, we ask anyone wishing to visit our campus to please notify school staff in advance. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Santa Ynez Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in October 2009. An updated copy of the plan is available to the public at the school and at the District office.

School Facilities

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.

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.

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 2009-10 school year, the District budgeted \$269,416 for the deferred maintenance program. This represents 7.95% of the District's general fund budget.

Deferred Maintenance Projects

For the 2009-10 school year, the District's governing board approved deferred maintenance projects for this school that will result in future projects delineated in the campus master plan. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions				
Date of Last Inspection: August 31, 2009				
Overall Summary of School Facility Conditions: Exemplary				
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			

Counseling & Support Staff

It is our goal to assist students in their social, personal, and academic development. District and County resources provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Qualified, credentialed personnel provide counseling and support services either through the District, Santa Barbara County, or Healthy Start. The school provides academic counseling and safe and drug-free activities for all students. The academic counselor-to-pupil ratio is 1:170.

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

Students are identified as English Learners through Home Language Surveys and the California English Language Development Test (CELDT). In addition to participating in the ExCEL program, English Learners worked with teachers trained in teaching students whose first language is not English and received support from a credentialed teacher and bilingual assistants. 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.

Students with disabilities are accommodated with a variety of options. Individual Education Plans (IEPs) are developed by teams of teachers, administrators, and the participating students' parents, to establish goals and objectives and define additional services needed to assist students in a successful academic career. The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions. College Elementary School District is part of the Santa Barbara County Special Education Local Plan Area (SELPA). The Santa Barbara County SELPA allows participating districts to pool resources and expertise in the field of special education. College and Santa Ynez Elementary Schools offer special education services including a Resource Specialist Program and Special Day Class Program.

School Leadership

Leadership at College Primary School is a responsibility shared among District and school administration, instructional staff, students, and parents. Superintendent/Principal Jim Brown has led the school district for 10 years. Mr. Brown celebrates 31 years of classroom and administrative experience.

Lead Teacher Maurene Donner has been a teacher in the District for 23 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, Lead Teacher, 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.

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	2	2.0
Speech and Language Specialist	1	0.4

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These include:

- Parent Teacher Association (PTA)
- English Language Advisory Committee
- School Site Council
- GATE Parent Advisory Committee
- Strategic Planning Team
- 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.

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. 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 Lead Teacher Maurene Donner at (805) 686-7310 for details on how to volunteer your time.

Contact Information

For more information about our school, please call the school office at (805) 686-7310.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 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	\$16,549
From Restricted Sources	\$2,890
From Unrestricted Sources	\$13,659
District	
From Unrestricted Sources	\$13,659
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	147.80%

District Revenue Sources

For the 2007-08 school year, College School District received approximately \$1,927 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Gifted & Talented Education
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance & Review
- Title I

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		
2007-08		
	District	State
Beginning Teachers	\$44,567	\$38,481
Mid-Range Teachers	\$67,460	\$55,789
Highest Teachers	\$82,186	\$70,849
Elementary School Principals	\$107,078	\$88,862
Superintendent	\$121,587	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.8%	37.2%
Administrative Salaries	9.1%	6.6%

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 State.

Average Teacher Salaries	
School & District	
School	\$71,519
District	\$73,067
Percentage of Variation	2.12%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	27.07%