

College School District

Santa Ynez Elementary School



53325 Pine Street - Santa Ynez, CA 93460
(805) 686-7310
Serving Grades One through Eight
CDS: 42-69179-6045371

2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

College School District
“Developing World
Class Learners!”

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SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

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

District Mission Statement

College School District provides a 21st century education in a safe and engaging learning environment. Through innovative opportunities, a cohesive team of dedicated, highly-skilled professionals works in partnership with parents and community members to assist each student in reaching his or her potential.

Community & School Profile (School Year 2020-21)

College Elementary School District, located in northern Santa Barbara County, is one of the oldest school districts in California. The district was initially formed in 1844 as the Santa Ynez Mission's seminary. Classes have been held at the College campus since the late 1800s. Construction began at the Santa Ynez campus in 1964 and our gymnasium was completed in 1971. Santa Ynez Elementary School facilities have recently been updated and reflect a state-of-the-art learning environment. Our districtwide focus supports every student's achievement of district and state standards. College Elementary School District is comprised of two campuses, College Elementary School and Santa Ynez Elementary School. The campuses are adjoining and share the same administration.

College Elementary School serves as the district's Early Learning Center for students in preschool and grades kindergarten through one. Students in grades two through eight attend Santa Ynez Elementary School. The two campuses operate as a single, integrated school. For reporting purposes, the data in this report card reflects students in kindergarten and first grades. In the 2017-18 school year, the district changed the grades that each school serves. College Elementary School now serves TK and Kindergarten students, and Santa Ynez Elementary School serves grades 1-8.

In 1999, under new leadership, the district began a process leading to the completion of its first-ever Strategic Plan, giving a revitalized focus and direction to its governance and instructional programs.

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

The State of California recognized the success of our programs by naming College and Santa Ynez Elementary Schools California Distinguished Schools, California Gold Ribbon Schools, Title I Achieving Schools, and National Blue Ribbon Nominees.

Principal’s Message

Welcome to the College School District! Our district is comprised of two campuses located two blocks from one another: kindergarten and first grade students attend the College Primary campus, where the district office is also located; grades two through eight and the school office are housed at the Santa Ynez Elementary School campus. We’re proud of our First-Ever accomplishments of our Bobcats over the years! Here are a few of our First-Evers:

- California Distinguished School Award, 2002, 2012, 2020
- First-Ever General Obligation Bond Measure Passage, 2004
- First-Ever Highest Academic Performance Index (API) Growth Score in Santa Barbara County, 2007
- First-Ever Highest API English Learner (EL) Subgroup Scores in Santa Barbara County, 2008
- First-Ever Title One Achieving School Award, 2008
- First-Ever Highest API Subgroup Scores (Hispanic, White, SED, EL) in the Santa Ynez Valley, 2009
- First-Ever National Blue Ribbon Nominee, 2009
- CA Gold Ribbon, 2016
- Title I Academic Achievement Award, 2016
- AVID Elementary Certified Site
- AVID Highly Certified Site for Middle School

Congratulations Bobcats!
 Our College Kids CAN!
 Developing World Class Learners!

School Attendance

Regular daily attendance is a priority at the school and is an important component of academic achievement. 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. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment (School Year 2019-20)

This charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
2nd	20	18	24
3rd	18	17	23
4th	24	19	17
5th	20	22	20
6th	18	25	28
7th	27	18	28
8th	24	24	23
Total	151	143	163

Enrollment by Student Group

2019-20	
	Percentage
Black or African American	1.1
American Indian or Alaska Native	4.4
Asian	0.5
Hispanic or Latino	63.2
White	25.8
Two or More Races	4.4
EL Students	21.4
Socioeconomically Disadvantaged	64.3
Students with Disabilities	7.1
Homeless	1.6

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	15	15	12	14
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
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

Textbooks & Instructional Materials (School Year 2020-21)

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 9, 2018, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. The district follows the state Instructional Materials Adoption Cycle.

We use a comprehensive review process, facilitated by a school committee, to examine state-approved textbooks and materials prior to recommendation to the Board of Trustees for adoption. A thorough evaluation process takes place among teachers who then provide their input and recommendations. Most recently, we have adopted a new Reading/Language Arts program, Pearson Scott Foresman (K-1), Houghton Mifflin (K-6), and Holt, Rinehart, & Winston (7-8), and a new Mathematics program, Pearson/Scott Foresman (K-6). This standards-based program helps to ensure that our students engage in reading/language arts instruction linked to state and district standards.

The table displays information collected in January 2021 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	From Most Recent Adoption?	% Lacking
1st-6th	English/Language Arts	McGraw-Hill	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
1st-6th	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
7th-8th	Mathematics	College Preparatory Mathematics	2015	Yes	0.0%
1st-6th	Science	Harcourt	2006	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
1st-5th	Social Science/History	Scott Foresman	2005	Yes	0.0%
6th-8th	Social Science/History	Prentice Hall	2005	Yes	0.0%

School Facilities (School Year 2020-21)

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.

The chart displays the results of the most recent facilities inspection. Facilities information was collected in January 2021.

School Facility Conditions				
Date of Last Inspection: 08/18/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: January, 2021				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			RR Lower: Repaint.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			YMCA: Termite tented summer.
Electrical	X			
Restrooms/Fountains	X			RR Lower: New faucet.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Room 23: Roof leak at edge.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities)

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	51	63	68	58	66	72	48	50	50
Mathematics (Grades 3-8 and 11)	35	53	50	41	48	52	37	38	50
Science (Grades 5, 8, and 10)	--	--	38	--	--	33	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	127	126	99.21	0.79	68.25	127	100.00	0.00	50.39
Male	71	70	98.59	1.41	67.14	71	100.00	0.00	50.7
Female	56	56	100.00	0.00	69.64	56	100.00	0.00	50
Hispanic or Latino	93	92	98.92	1.08	66.3	93	100.00	0.00	46.24
White	22	22	100.00	0.00	81.82	22	100.00	0.00	68.18
Socioeconomically Disadvantaged	93	92	98.92	1.08	67.39	93	100.00	0.00	48.39
English Learners	58	57	98.28	1.72	57.89	58	100.00	0.00	43.1
Students with Disabilities	14	14	100.00	0.00	35.71	14	100.00	0.00	28.57

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4%	13.0%	65.2%
7	12.5%	12.5%	62.5%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2020-21)

Parents and the community are very supportive of the educational programs at College and Santa Ynez Elementary Schools. Parents are encouraged to participate by volunteering in the library and classrooms, and with the Homework and Reading Club. Our Parent Teacher Association supports numerous programs and activities. Our programs are enriched by the generous contributions of the PTA and the Santa Ynez Valley Education Foundation. Please call Principal Maurene Donner at (805) 686-7310 for details on how to volunteer your time.

State Priority: School Climate

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

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

Discipline & Climate for Learning

“Our College Kids Can!” This slogan exemplifies our belief in our Bobcats. Our College Kids Can...and they do! We have implemented a wide variety of activities to recognize student effort and achievement. Some of these include our trimester Honor Roll assemblies, Bobcat of the Month Award for good character, 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 Kindness 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.

Suspensions and Expulsions

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.55	1.10	2.60	0.00	0.00	0.00
District	0.72	0.80	2.30	0.00	0.00	0.00
State	3.51	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

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 March 2020. An updated copy of the plan is available to the public at the school and at the district office.

Other SARC Information

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

School Leadership

Leadership at College Primary School is a responsibility shared among district and school administration, instructional staff, students, and parents.

The 2020-21 school year marks Superintendent/Principal Maurene Donner’s third as Superintendent. Superintendent Donner has been a teacher and principal in the district for 30 years. Mrs. Donner’s role includes the responsibility of coordinating on-site activities at school to make sure our schools run smoothly. Feel free to reach her in the College Primary School 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 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/LCAP Advisory Committee
- Strategic Planning Team
- Student Success 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.

Availability of Additional Internet Access at Public Locations

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

Class Size

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

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
18	19	20	18	19	20	18	19	20	18	19	20	
By Grade Level												
1	19	22	19	1	1	1	-	-	-	-	-	-
2	20	18	24	1	1	-	-	-	1	-	-	-
3	18	17	23	1	1	-	-	-	1	-	-	-
4	24	19	17	-	-	1	1	1	-	-	-	-
5	20	22	20	1	1	1	-	-	-	-	-	-
6	18	25	27	2	2	-	-	-	3	-	-	-
By Subject Area												
English	17	21	17	2	2	2	1	1	1	-	-	-
Mathematics	10	21	17	5	5	2	-	-	1	-	-	-
Science	14	21	17	6	6	2	1	1	1	-	-	-
Social Science	27	21	17	-	-	2	1	1	1	-	-	-

Counseling & Other Support Services (School Year 2019-20)

It is our goal to assist students in their social, personal, and academic development. District and county resources provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

Qualified, credentialed personnel provide counseling and support services either through the district, Santa Barbara County, or Healthy Start. SPAN and DARE Specialists provide counseling and safe and drug-free activities for all students.

The school does not have an academic counselor. The chart displays support staff available to students. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

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

College and Santa Ynez Elementary Schools use all available programs and community resources to assist students in their emotional and academic development. These include: Homework Club, Family Literacy, Migrant and English Language Learner services, PHP Family Resource Center, YMCA ASES Afterschool Enrichment Programs, library, computer, and music and art activities, GATE, Speech and Language assistance, and comprehensive Special Education services.

All curriculum and instruction in the College Elementary School District is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every student receives a standards-aligned core program using research-based and proven effective instructional materials and strategies. Our goal is to ensure that all students are provided the support they need in order to experience academic success. Through teacher training, monitoring of student achievement, differentiation of instruction, and other special programs, we are able to offer programs to meet the individual learning needs of our students. The district's Strategic Plan outlines specific, measurable goals to ensure every child the opportunity to meet or exceed state standards at each grade level.

During the 2019-20 school year, the district utilized the following programs to meet these goals:

Gifted and Talented Education (GATE)

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

English Language Development

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

A District Language Assessment Team monitors the progress of our English Learners, including determining when a student is ready to be redesignated to a higher level of English proficiency or fluency.

Special Education

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

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

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/Principal works closely with the faculty and staff to develop a comprehensive professional development program and budget to support school needs. For the past three years, the district offered five staff development days during which teachers were offered

a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Professional Development

	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	9

District Revenue Sources (Fiscal Year 2019-20)

College School District receives federal and state aid for the following categorical, special education, and support programs

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

Expenditures & Services Funded (Fiscal Year 2018-19)

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

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$26,250
From Supplemental/Restricted Sources	\$2,233
From Basic/Unrestricted Sources	\$24,018
District	
From Basic/Unrestricted Sources	\$24,018
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	209.9%

Average Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 California Department of Education's website www.cde.ca.gov.

Average Salary Information

Teachers - Principal - Superintendent

2018-19

	District	State
Beginning Teachers	-	\$46,965
Mid-Range Teachers	-	\$67,638
Highest Teachers	-	\$88,785
Elementary School Principals	-	\$112,524
Middle School Principals	-	\$117,471
High School Principals	-	-
Superintendent	-	\$128,853
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	30.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

State law requires comparative salary and budget information to be reported to the general public. The 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	\$93,878
District	\$93,982
Percentage of Variation	-0.1%
School & State	
All Elementary School Districts	\$71,448
Percentage of Variation	31.4%