

School Accountability Report Card

Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Montecito Elementary	District Name	Montecito Union Elementary
Principal	Kristin Bergstrom	Superintendent	Richard R. Douglas
Street	385 San Ysidro Road	Street	385 San Ysidro Road
City, State, Zip	Santa Barbara, CA 93108-2131	City, State, Zip	Santa Barbara, CA 93108-2131
Phone Number	805-969-3249 x402	Phone Number	805-969-3249 x401
FAX Number	805-969-9714	FAX Number	805-969-9714
Web Site		Web Site	
E-mail Address	kbergstrom@montecitou.org	E-mail Address	ddouglas@montecitou.org
CDS Code	42-69252-6045728	SARC Contact	Richard R. Douglas

School Description and Mission Statement

Montecito Union School, recognized as a California Distinguished School, is a one-school district serving the community of Montecito with grades kindergarten through sixth grade. The district is comprised of a middle to upper socio-economic population and has a current enrollment of 442 students. It is governed by a five-member board of trustees and is administered by a superintendent and a principal.

Our Mission is to challenge the hearts and the minds of students and to provide them with an educational experience that serves as a roadmap for future success in an ever-changing society. We will accomplish this as a partnership of children, parents, school staff, and community, working together to ensure that each student:

- Experiences success through a dynamic and balanced curriculum
- Takes responsibility for meeting high academic and social standards
- Becomes a responsible, respectful citizen who contributes to society
- Develops a sense of pride in his/her accomplishments
- Values the life-long process of learning

The Mission Statement is supported by certain core beliefs held by all members of the educational community:

- The child is our most important resource
- Education is a collaborative process involving the child, parent, school and local community
- Teaching methodologies must be appropriate for the curriculum and address the differences in individual learning styles and abilities
- Assessment is a critical part of the educational process

Opportunities for Parental Involvement

Contact Person Name	Kris Bergstrom	Contact Person Phone Number	805-969-3249
<p>Montecito Union School enjoys significant parent/community interest, support and participation. The following are some examples:</p> <ul style="list-style-type: none"> • Parent volunteers in each classroom • School Activities • PTA Board • Montecito Educational Foundation Board • School Site Council • School & District Committees <p>Please contact the following individuals to discover how you can become involved:</p> <ul style="list-style-type: none"> • Kris Bergstrom, Principal 805-969-3249 • Diane Pannkuk, PTA President 805-969-9005 • Gail Fanaro, MEF Co-President 805-565-5962 • Dick Douglas, Superintendent 805-969-3249 			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	63	Grade 9	0
Grade 1	38	Grade 10	0
Grade 2	61	Grade 11	0
Grade 3	70	Grade 12	0
Grade 4	61	Ungraded Secondary	0
Grade 5	77		
Grade 6	72		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	442

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	5	1.1	Hispanic or Latino	26	5.9
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	6	1.4	White (Not Hispanic)	405	91.6
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	October 2003	Date Last Discussed with Staff	October 2003
<p>The Goal of the Montecito Union School district is to create a school environment conducive to learning. Safety is central to this goal. When children are safe, they feel safe to learn. Simply stated, safety is central to the daily operation of the school.</p> <p>It has been stated that school climate is the single most important component of a safe school. On every level Montecito Union demonstrates the characteristics of a school that seeks to create a positive, caring school climate. It begins with the Student Pledge:</p> <p style="padding-left: 40px;">"As a proud and responsible student of Montecito Union, I pledge to treat others with kindness, respect, and integrity. I understand that I am responsible for my actions, and I will always work hard to strive to do my best."</p> <p>The following strategies, programs, and procedures provide school safety and address the manner in which the school complies with existing laws related to school safety:</p> <ul style="list-style-type: none"> • Policies, Rules and Procedures Regarding School Discipline • Policies Regarding a School Wide Dress Code • Procedures Regarding a Safe and Orderly Environment • Procedures for Safe Ingress and Egress (Safe Routes to School) • Policies Regarding Hate-Motivated Behavior • Assessment of Strengths and Needs Regarding Environment that is Safe, Drug-Free, and Conducive to Learning • Policies and Procedures Regarding Drugs and Alcohol • Policies and Procedures Regarding Nondiscrimination and Harassment • Policies and Procedures Regarding Suspension and Expulsion • Policies and Procedures Regarding the Reporting of Child Abuse • Policies and Procedures Regarding Environmental Safety • Policies and Procedures Regarding Disaster Preparedness • The creation of a Crisis Response Kit <p>Once each month all students and staff participate in a building evacuation drill. Every October the school coordinates a community-wide emergency drill with the other schools, the Montecito Fire Department and an area-wide emergency committee (MERRAG) in order to plan procedures for a number of possible emergency situations. Drills also take place with regard to school-wide lockdown procedures.</p> <p>Independent inspections take place in the following areas:</p> <ul style="list-style-type: none"> • Fire: A fire inspection is conducted annually the Montecito Fire District. Any discrepancies found in any areas of fire safety standards and regulations are immediately corrected. • Earthquake: All buildings have been approved by the Office of State Architect with regard to earthquake (Field Act) standards. • Asbestos: an asbestos specialist from the school district's insurance company who identifies asbestos locations and certifies their containment and safety conducts an inspection annually. The district is in compliance with all AHERA regulations. • Playground/Buildings: Each month an inspection team consisting of the head custodian, PTA safety representative, a classroom teacher, and the principal inspects the school site and identifies items needing attention. Items listed are corrected in a timely manner. <p>School committees are also in place to address specific concerns:</p> <ul style="list-style-type: none"> • Facilities Master Plan Committee: The goal of the committee is to engage in long-range facilities planning. • Safety Committee: The goal of the committee is to develop and promote safe routes to and from school, as well as monitoring procedures and potential hazards that might impact student safety. A specific emphasis includes pick-up and drop-off procedures before and after school. 			

School Programs and Practices that Promote a Positive Learning Environment

The entire student body meets together on a monthly basis for the purpose of reciting the Student Pledge, singing the School Song, celebrating America, and recognizing outstanding student achievement and behavior. The Montecito Union Student Pledge provides a framework for the positive learning environment that exists within the school.

Montecito Union School believes that the climate for learning is predicated on three axioms:

Self-Esteem: Students who feel good about themselves and are recognized for their accomplishments perform better socially and academically.

- Commendations are awarded to children who deserve special recognition.
- Programs promoting self-esteem are provided by the school district and include DUSO, DARE, "Olders/Youngers, and Student Council.
- An awards assembly is organized each year for the recognition of academic, social and athletic achievement.

Teacher Expectations: Students rise to a reasonable level of expectations.

- Teachers set high student expectations. The students know these expectations.
- There is a direct correlation between student performance and teacher expectations.
- Both students and teachers care about the content to be learned and take pride in their work.

Discipline, Rules, Consequences: Students are provided with a clear understanding of rules and consequences.

- A set of school rules is established and presented to students, teachers and parents each year.
- Each class of students and staff establishes classroom rules, which are posted visibly.
- Student infractions of rules or other misbehavior are recorded and communicated to staff, student and parents by way of a behavior citation. Each citation issued comes with a pre-established consequence, which is known, by students, staff, and parents. Students have the opportunity to have all citations removed from the record.

Other factors which promote a positive climate for learning and provide the opportunity for each child to be known well include an experienced and exceptionally talented teaching staff, specialists in the areas of art, educational technology, music, physical education, and Spanish which allow the school to meet the needs of every child, a school wide student/teacher ratio of 20 to 1, highly qualified instructional assistants in each classroom, active parent participation in classroom and school activities, and a separate Superintendent and Principal which allows the Principal the time to know every child well.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	1	0	1	1	0	1
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

A safe, attractive, and motivating learning environment is a priority for the Montecito Union School District.

Building Inventory: Montecito Union School currently consists of 7 buildings containing 35 classrooms, a library/technology center, a maintenance shop, and a residence for the head of the school custodial/maintenance operation. The main building, in addition to the classrooms, includes an office complex, teacher workroom, auditorium, faculty room, and a custodial/maintenance workroom,

The library/technology center was completed in January, 1993. The center includes a state-of-the-art library and computer lab, a multi-media conference room, and work room.

In April, 1995, a building containing 6 classrooms was completed. This building houses our 5th grade classrooms, a primary art room, and a second state-of-the-art computer lab.

In November, 1997, voters within the Montecito Union School District approved a \$4.5 million bond issue for new classroom construction. The project containing seventeen new classrooms was completed in time for the opening of school in September, 2000. This project replaced the last remaining portable classrooms on the site.

Grounds Inventory: Montecito Union School is located on approximately 6.2 acres of land. The northern half of the school property consists of grassy terraces including a soccer field, a track, basketball courts, a volleyball court, handball courts, tetherball courts, a softball field, playground equipment, and an obstacle course. The southern half of the school property contains the school buildings, blacktop and grass play areas, playground equipment, and an outdoor education areas. Four drop-off and pick-up parking lot areas were made available with the completion of the building addition in the Fall of 2000.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	78	82	87	78	82	87	30	32	35
Mathematics		75	83		75	83		31	35
Science								30	27
History/Social Science								28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					62		88
Mathematics					77		83
Science							
History/Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	85	88			88	43	93	
Mathematics	84	81			83	48	88	
Science								
History/Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	94	92	88	94	92	88	44	45	43
Mathematics	92	93	90	92	93	90	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					77		89
Mathematics					69		90

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	85	92			89	50	94	

Mathematics	91	88		90	62	93	
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Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K			90%			90%			90%
1			90%			90%			90%
2			90%			90%			90%
3			90%			90%			90%
4			90%			90%			90%
5			95%			95%			95%
6			95%			95%			95%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	57.3	72.2	43.6	57.3	72.2	43.6	23.8	25.2	22.3
7							27.8	29.6	26.0
9							24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	931	910	902	API Growth Score	919	910	928
Growth Target	#	A	A	Actual Growth	-12	0	26
Statewide Rank	10	10	10				
Similar Schools Rank	10	9	10				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	936	914	906	API Growth Score	924	914	930
Growth Target	#	A	A	Actual Growth	-12	0	24

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	Yes				
Eligible for II/USP	No	--	--				
Applied for II/USP Funding	No	--	--				
Received II/USP Funding	No	--	--				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	--	--	YES	--	--	YES
African American	--	--	N/A	--	--	N/A
American Indian or Alaska Native	--	--	N/A	--	--	N/A
Asian	--	--	N/A	--	--	N/A
Filipino	--	--	N/A	--	--	N/A
Hispanic or Latino	--	--	N/A	--	--	N/A
Pacific Islander	--	--	N/A	--	--	N/A
White (not Hispanic)	--	--	YES	--	--	YES
Socioeconomically Disadvantaged	--	--	N/A	--	--	N/A
English Learners	--	--	N/A	--	--	N/A
Students with Disabilities	--	--	N/A	--	--	N/A

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported

by CBEDS.

Grade	2001				Avg. Class Size	2002			Avg. Class Size	2003		
	Number of Classrooms			Number of Classrooms			Number of Classrooms					
	1-20	21-32	33+	1-20		21-32	33+	1-20		21-32	33+	
K	16.00	3			19.00	2			15.75	4		
1	18.75	4			18.00	3			19.00	2		
2	14.75	4			16.50	4			15.25	4		
3	15.60	5			16.25	4			17.50	4		
4	19.50	4			19.75	3	1		20.33	1	2	
5	22.25		4		19.50	4			19.25	4		
6	19.25	4			20.00	3	1		18.00	4		
K-3												
3-4												
4-8												
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

V. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	30	31	33
Teachers with Full Credential (full credential and teaching in subject area)	30	31	32
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			1

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Every student at Montecito Union School is taught by a highly qualified teacher. Every teacher possesses a graduate degree, has demonstrated core academic subject matter competence, is the holder of a state teaching credential. In addition every teacher at Montecito Union School holds a Cross Cultural Language and Academic Development Credential. There is a commitment and expectation for ongoing professional and personal growth. Growth in teaching capacity and quality is achieved through training in core content knowledge, effective instructional strategies, and State academic content standards. Montecito Union teachers are also highly committed to an excellent Peer Assistance and Review Program (PAR) in achieve long-term growth in specific areas. In addition, training in the effective use of technology is also a high priority.

Teacher Evaluations

Montecito Union School values the significance of ongoing staff development and performance assessment.

Every teacher on the Montecito Union School staff receives a performance evaluation each year by the school principal. This evaluation follows a pre-post process:

- **Fall:** By November, the principal meets with the teacher to establish goals and objectives related to pupils, staff development, and program (curriculum).
- **Spring:** By May, each teacher meets with the principal to review his/her performance related to the established performance objectives.

The evaluation process includes frequent administrative observations, the observation of a formal lesson, a review of lesson plans and student assessments, a review of teacher/pupil, teacher/parent, and staff relationships, the observation of personal characteristics, and a review of the achievement of goals.

A standard appraisal of performance form is used to record performance in the areas of understanding subject matter, planning instruction, assessing student learning, engaging students in learning, creating an effective classroom environment, and maintaining professional responsibilities.

Substitute Teachers

The Montecito Union School District views substitute teaching as a way to provide continued quality classroom instruction during the absence of the regular teaching staff.

The school maintains a substitute list of qualified teachers whose credentials have been verified by the school district and are on file with the Santa Barbara County Office of Education. Several of the instructional assistants working in the school classrooms are qualified substitutes. Montecito Union School has no difficulty in securing substitute teachers to meet routine needs.

Counselors and Other Support Staff

Student Support Services are provided either by the school district directly or, as a "direct service district," by the Santa Barbara County Office of Education.

- **Instructional Assistants.** The school employs instructional assistants for three hours per day in each classroom, thereby further reducing the adult/pupil ration. A third of the instructional assistants hold valid teaching credentials. A high standard for instructional assistant staffing is maintained. One-on-One assistants are provided to specific students on a case-by-case basis.
- **County Office of Education Resource Specialist.** The County provides a resource specialist to work with children identified as having learning handicaps. Children are identified as the result of testing which shows a significant difference between achievement and ability.
- **Psychologist.** The County provides a school psychologist for one and one half days per week. The primary responsibility of the psychologist is to do psychological testing for special education screening purposes and to meet with certain identified students.
- **Speech and Language.** A speech and language specialist is provided by the County to screen children and provide therapy for those exhibiting certain speech disorders.
- **Adaptive Physical Education.** An adaptive physical education specialist, provided by the County, works with children identified as having functional/motor disorders on a case-by-case basis.
- **Nurse.** School nurse services are provided for each day of the week. The County Office of Education provides One and a half days, and three four-hour days are provided by the school district. Both are registered nurses and meet the criteria for school nurses specified in the California Education Code. Their responsibilities include: screening student records to ensure compliance with immunization requirements, communicating with parents and staff regarding health conditions at school, providing training for staff, and assisting with illness and injuries occurring at school. In the absence of the school nurses, the school secretary is authorized to provide emergency services.
- **Title I/EIA.** The school district uses these federal and state funds to provide additional staffing at Kindergarten and first grades. Students in the Title I/EIA program are identified as needing remedial assistance in the areas of reading, language, and/or mathematics. Two full time credentialed specialists are employed to provide assistance to children identified as needing help in reading and/or math.
- **ELD Specialist.** Montecito Union employs a specialist who works with limited English Proficient students.

Counselor: Montecito Union School provides to the students and staff the services of a part-time counselor. The classroom teacher and/or the parents of the student refer students for services. The counselor meets on a regular basis with the principal and is a member of the Child Study Team.

VI. Curriculum and Instruction

School Instruction and Leadership

Montecito Union has earned a well-deserved reputation for academic excellence. The school continues to rank in the top 100 schools within the State of California and many families move to the community to attend this unique elementary school. Teachers represent the very best in the entire state, possessing a beneficial combination of grade level and subject matter expertise along with an understanding of current, research-based instructional methodologies. The goal of knowing our students well and totally engaging them in the educational process is achieved on a daily basis at Montecito Union School.

The educational program at Montecito Union School is built on five core beliefs:

- The child is our most important resource
- Education is a collaborative process involving the child, parent, school and local community
- Excellence in education requires a strong, well-balanced curriculum
- Teaching methodologies must be appropriate for the curriculum and recognize the difference in individual learning styles and abilities.
- Assessment is a critical part of the educational process

Each classroom has 20 or fewer students as well as a highly trained instructional assistant. In addition to the core curriculum of Language Arts, Math, Social Studies, and Science, each student receives additional instruction from a credentialed specialist in the following areas:

- **Art.** The school employs a full-time art specialist who provides art instruction to all K-6 children. The art specialist maintains close communication with regular teachers in order to integrate art activities with other disciplines, thereby extending the art program into the regular classroom. The district also employs a part-time assistant.
- **Educational Technology.** The school employs a full-time Education Technology Specialist who provides instruction and inservice for teachers, students and instructional assistants in grades K-6. The school maintains two computer laboratories containing Macintosh computers. The computer labs, library, classrooms, and office are fully networked. The school also employs a full-time computer technician to maintain the school computers and peripherals.
- **Library Services.** The school employs a full-time Librarian. A part-time assistant is also employed. The library boasts of an inventory of over 14,000 volumes. The library is fully automated using the Winnebago Computer System. The library also has internet access
- **Music.** The school employs a full-time certificated music specialist who teaches children in grades K-6. Included are music notation, music history, music appreciation, and vocal music. The school also employs a part-time assistant
- **Physical Education.** The school employs a full-time certificated physical education specialist who delivers a skills based physical education program tied to the State Standards to all K-6 children. The school also employs a part-time assistant
- **Spanish.** The school employed a full-time Spanish specialist who delivers Spanish instruction to the students in each classroom. The district also employs a part-time assistant.

Instructional Leadership is demonstrated in several ways:

- **School Site Council.** The council, made up of 12 members, six school staff and six parent representatives, is responsible for reviewing every aspect of the school program and developing performance goals for each area.
- **Language Arts, Math, Social Studies, and Science Committees:** Each committee, made up of one teacher from each grade level, the principal, and selected parents, is responsible for reviewing all state-adopted texts and related materials programs, and standards and for making recommendations to the School Board for adoption.
- **Education Technology Committee:** The committee, made up of the school's education technology specialist, a teacher from each grade level, and parents with expertise in the area of technology, is responsible for updating the district's Education Technology Master Plan, recommending hardware upgrades, integrating technology and the classroom curriculum, and promoting professional development.
- **GATE Committee:** The committee, made up of the GATE coordinator, teachers, the principal, and parents, is responsible for creating the GATE plan, conducting reviews of the GATE program, determining the GATE budget, identifying GATE students, and overseeing the implementation of the GATE Plan.
- **Grade Level Team Meetings:** Each grade level team collaborates on a regular basis to reflect on curriculum, discuss methodology, determine common materials, and identify achievement trends using formative and summative assessments.
- **Faculty Meetings:** Time is set-aside at each of the bimonthly faculty meeting to discuss curriculum and/or instruction.
- **Administrative Support:** The principal is actively involved in each classroom on a regular basis and discusses every aspect of instruction in grade level or individual one-on-one meetings with teachers.

Professional Development

The Montecito Union School district values the significance of ongoing staff development. Each year, the following opportunities for professional development are provided for every teacher:

- Four full-day inservice programs are provided by the district on topics based on needs as determined by collaboration between the administration and teaching staff. Differentiated instruction and Habits of the Mind are two areas of professional development that have recently received an on-going focus.
- Each grade level team is provided with up to three half days of team release for inservice, planning, and student assessment.
- A \$400 discretionary travel-conference budget is provided for each teacher by the district each year.
- Teachers work together in grade level teams, which provide valuable co-partner support, inservice, and peer coaching.

The Peer Assistance and Review Program recognizes the expertise of individual teachers. The school has established the PAR program as a means of making that expertise available to teachers who wish to grow professionally.

Quality and Currency of Textbooks and Other Instructional Materials

Under California law, the State Board of Education reviews and adopts textbooks and other instructional materials meeting specific quality standards. The curriculum committees at Montecito Union School review these adopted materials and recommendations are then made for a school adoption to the Board of Trustees.

The current state adopted materials are in use at Montecito Union School:

- Reading/Language Arts: Open Court (Grades k & 1); Silver Burdett (Grades 2-6)
- Mathematics: Everyday Mathematics (Grades K-5); Glencoe (Grade 6)
- Science: Harcourt Brace
- Social Studies: Harcourt Brace

The Board of Trustees holds a public meeting each year to attest to the quality and currency of textbooks and other instructional materials.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	42,300	36,000
1	51,300	50,400
2	56,700	50,400
3	56,700	50,400
4	56,700	54,000
5	56,700	54,000
6	56,700	54,000

Total Number of Minimum Days

14

VII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,756	
Mid-Range Teacher Salary	\$48,805	
Highest Teacher Salary	\$77,829	
Average Principal Salary (Elementary)	\$94,680	
Superintendent Salary	\$111,650	
Percent of Budget for Teacher Salaries	46.93	
Percent of Budget for Administrative Salaries	4.74	

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$4485069	\$10056	\$6444	\$6719

Types of Services Funded

The Montecito Union School District provides the following services:

- 24 K-6 classrooms with a fully credentialed teacher and part-time instructional assistant
- Full and Part-Time Specialists: Art; Educational Technology; Librarian; Math; Music; Physical Education; Reading; and Spanish
- Full and Part-Time Student Support Services: A full range of Special Education Services; an ELD specialist; a nurse; a counselor;
- A principal and a Superintendent
- A full-time school secretary and part-time school receptionist in the school office
- A part-time District Accountant and a full-time Executive Assistant at the District level.
- Five full-time and 2 part-time custodial/maintenance employees.
- Educational programs beyond the classroom (i.e., 6th grade outdoor education program; 5th grade study trip to Washington D.C. and Williamsburg; 4th grade tied to the arts; a 5th/6th Grade Chorus; a 4th-6th grade Band; a 4th-6th Grade Strings program; etc).
- Instructional Materials

- Professional Development
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