



# College Primary School

## College School District

### 2007-08 School Accountability Report Card

*Published in the 2008-09 School Year*

#### College School District

*"Our College Kids Can!"*

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*Superintendent*

Lorna Glenn  
*Principal*

#### 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 are very pleased with the academic success that our students showed during the 2007-08 school year. College School District continues to show strong academic achievement. We posted scores in the 800s schoolwide and in all subgroups, with our English Learner subgroup posting the highest API scores in Santa Barbara County.

We were awarded the California Title 1 Achieving Schools Academic Award. Our students showed a significant growth in their learning and all subgroups posted strong gains, allowing us to close the achievement gap. Our programs offer achievement for all students within a safe, orderly, and secure environment. A wide variety on enrichment programs round out the course offerings for our students. The District also provides College campus classroom space to house the Santa Ynez Valley Charter School, which began operating independently in 2001. Please come learn and grow with us!

#### Community & School Profile

College School District, located in northern Santa Barbara County, is one of the oldest school districts in California. It 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.

Our districtwide focus is to support every student's achievement of District and State standards. College School District is comprised of two campuses, College Primary School and Santa Ynez Elementary School. The campuses are adjoining and share the same administration. College Primary School serves as the District's Early Learning Center for students in preschool and grades kindergarten through one. Students in grades two through eight attend Santa Ynez Elementary School. The two campuses operate as a single, integrated school that served 223 students in the 2007-08 school year; 49 in grades K-1 and 174 in grades 2-8. For reporting purposes, the data in this report card reflects students in kindergarten and first grades.

In 1999, under new leadership, the District began a process leading to the completion of its first-ever Strategic Plan, giving a revitalized focus and direction to its governance and instructional programs. The Superintendent and School Board work closely together 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 Primary and Santa Ynez Elementary Schools California Distinguished Schools and Title I Achieving Schools.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	2.0%
American Indian	14.3%
Asian	0.0%
Caucasian	16.3%
Filipino	0.0%
Hispanic or Latino	67.3%
Native Hawaiian or Other Pacific Islander	0.0%
Multiple or No Response	0.0%

#### 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 College Primary 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	2	2	56	12	5
Suspension Rate	0.0%	2.7%	4.1%	12.2%	2.8%	2.2%
Expulsions	0	0	0	1	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%

### Teacher Assignment

College School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, College Primary School had four fully credentialed teachers.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	3	3	4	20
Without Full Credentials	0	0	0	2

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
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 "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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	88.5%	11.5%
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 School District is an ongoing process, particularly with the adoption of State and District content and performance standards. To facilitate this process our School Leadership Team, supported by participation in the California School Leadership Academy's School Leadership Center, works with grade level teams to review disaggregated schoolwide data and to facilitate the implementation of standards-based curriculum, data-driven instruction, supplemental programs, and ongoing assessment. Instructional consultants assist with this process.

The Superintendent and Principal work closely with the School Leadership Team, faculty, and staff to develop a comprehensive professional development program and budget to support school needs. During the 2007-08 school year, the District offered three staff development days during which teachers were offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

### Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
K	20	15	20	1	1	2	-	1	-	-	-	-
1	20	13	15	1	2	1	-	-	-	-	-	-
K-1	17	-	-	1	-	-	-	-	-	-	-	-

### Counseling & Other Support Services

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Family Resource Specialist	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

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 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. Principal Lorna Glenn has led the school for two years. Ms. Glenn brings with her over 20 years of elementary and middle school classroom and administrative experience. Our schools offer a well-balanced and rigorous core curriculum at all grade levels; instructional programs are aligned with State and District standards. A School Leadership Team, comprised of the District Superintendent, the Principal, teachers representing all grade levels, and a representative from classified personnel, meets regularly to review and evaluate curriculum and instruction.

The 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: Parent Teacher Association (PTA), English Language Advisory Committee, School Site Council, GATE Parent Advisory Committee, Strategic Planning Team, and 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 & Contact Information

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

## Textbooks & Instructional Materials

College School District provides sufficient and current textbooks and materials to support instructional programs. Our schools provide students with their own textbooks. College School District held a Public Hearing on October 14, 2008 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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 new science programs for our district: Foss California Science series, grades K-1; Harcourt California Science, grades 2-6; and Holt Rinehart Science for grades 7 and 8. This standards-based program helps to ensure that our students engage in science instruction linked to State and District standards.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜW]Ybh	% Lacking
K-1	History/Social Science	Scott Foresman	2005	Yes	0.0%
K-1	Mathematics	Scott Foresman	2006	Yes	0.0%
K-1	Reading/ Language Arts	Houghton Tê-'i}	2002	Yes	0.0%
K-1	Science	Foss Science Kits - Standards Aligned	2006	Yes	0.0%

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 K-8 students receive computer-assisted instruction on a weekly basis.

## Availability of Additional Internet Access at Public Locations

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

## Data Sources

Data within the SARC was provided by College School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and 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. **Note:** 6YWU igYh \YgW \cc`cb`m`Ybfc`g`\_JbXYf[UfhYb`h\fc i [ \`Üfgh [ fUXY gh i XYbhgZ`Jh`XcYg`bch`dUfh]W]dUHy`Jb`GH5F`hYgh]b [ "H` i gZ`h \YFY`k]`VY`bc`hYgh]b [ `XUhU`reported.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	N/A	N/A	Yes	Yes
Ü^!&^}dÜf [ ,&è^}c	N/A	N/A	Yes	Yes
API School Results	N/A		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 (2008-09)	-	-
# of Schools Currently in PI		0
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## Safe School Plan

The safety of students and staff is a primary concern of College Primary 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. College Primary School reviews the plan annually; the plan was last updated and reviewed with school staff in March 2008. An updated copy of the plan is available to the public at the school and at the District office.

## School Facilities & Safety

Built in 1938, College Primary School's buildings are some of the oldest still in use in the Santa Ynez Valley. Facilities include a computer lab, library, school office, District administration offices, playgrounds, and athletic courts. In May 2008, the school completed a modernization project that included upgrading the following systems schoolwide: HVAC, plumbing, electrical, phone, bells, voicemail, internet, and technology. The school also modernized the paving, windows, flooring, cabinets, doors, and marker boards. The facility strongly supports teaching and learning through its classroom and playground space. Facility information was current as of February 25, 2009.

School Facility Conditions				
Date of Last Inspection: 2/25/09				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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 District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$317,000 for the deferred maintenance program. This represents 7.96% of the District's general fund budget.

For the 2008-09 school year, the District's governing board approved deferred maintenance projects for this school that will result in the repainting of classroom exteriors and striping the playground. The District's complete deferred maintenance plan is available at the District office.

## Expenditures Per Pupil

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The figures shown in the Expenditures Per Pupil table 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	\$16,346
From Restricted Sources	\$2,231
From Unrestricted Sources	\$14,115
District	
From Unrestricted Sources	\$15,751
Percentage of Variation between School & District	10.39%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	166.32%

## District Revenue Sources

For the 2006-07 school year, the District received approximately \$3,750 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, and Title I.

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having fewer than 1,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$42,648	\$37,322
Mid-Range Teachers	\$64,555	\$53,824
Highest Teachers	\$79,484	\$67,700
Elementary School Principals	\$100,088	\$85,507
Superintendent	\$121,587	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.9%	37.6%
Administrative Salaries	8.3%	6.4%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,440
District	\$71,415
Percentage of Variation	5.57%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	24.15%