

Montecito Elementary School

385 San Ysidro Road • Santa Barbara, CA 93108 • (805) 969-3249 ext. 402 • Grades K-6
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2010-11 School Accountability Report Card Published During the 2011-12 School Year



**Montecito Union
Elementary School District**
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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 kindergarten through sixth grade. The District is comprised of a middle to upper socioeconomic population and has a current enrollment of 454 students. It is governed by a five-member Board of Trustees and is administered by a Superintendent, Chief Academic Officer, Dean of Students, and Chief Business Official.

Montecito Union School District, a historic cornerstone of the community, is dedicated to providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential.

We live in a time of constant change that includes increasing globalization, vast amounts of information, the dominance of science and technology, complex environmental challenges, and the integration of cultures. These changes call for new ways of teaching, learning, and thinking.

The vision of MUS is to set a global standard of educational excellence. Our students will have the academic foundation to creatively solve complex problems, to apply interpersonal and collaborative skills, and to demonstrate a genuine sense of curiosity in a student-focused and supportive environment. Our students will be empowered thinkers who positively impact and adapt to our ever changing and diverse world.

Specific core beliefs form the cornerstone of the Mission and Vision for Montecito Union School.

1. We commit to creating a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust and respect.
2. We believe collaboration among the community, parents, the school board, administration, and staff leads to decisions that are made in the best interest of our children. "Together we are better."
3. We believe all students, employees and volunteers should meet high standards of excellence.
4. We commit to researching and applying best practices in order to continually improve all aspects of MUS.
5. We believe educators are learners who model intellectual curiosity and rigor, and interdisciplinary and collaborative inquiry.
6. We commit to designing and delivering a relevant, rigorous, and integrated curriculum that engages children in critical and creative thinking, and allows them to be inquirers and problem solvers.
7. We commit to providing a comprehensive experience that allows our students to reach their highest potential academically, artistically, athletically, and socially.
8. We commit to teaching character attributes such as leadership, kindness, respect, persistence, integrity, courage, and empathy through example, purposeful instruction, and meaningful application.
9. We believe service to others is an essential component of Montecito Union School.
10. We commit to develop the dispositions of personal responsibility and accountability for our learning community.

Guided by our Strategic Plan, MUS has embarked on a journey with Project Zero out of Harvard University. Our staff has been, and continues to be, extensively trained in the tenets of Visible Thinking. With the support of the Montecito Education Foundation, we've had the good fortune to send approximately 95% of our staff to Harvard University to better understand how to help our students think and understand. Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. An extensive and adaptable collection of practices, Visible Thinking has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled, but also alert to thinking and learning opportunities and eager to take them on. When you walk into any of our classrooms, expect to see students being asked: Why? What makes you say that? Tell me more? Students are regularly asked to provide evidence for their answers, to engage in dialogue with each other, to connect to each other's thinking, and to apply their understanding to novel situations. Students are taught thinking routines and curriculum maps and throughlines help students make connections from facts, details and formulas to patterns, trends and ideas. We firmly believe that teaching students to think will empower them on high-stakes tests as well as in their future studies and careers.

Another key component of our curriculum is focused on the work of Lucy Caulkins and the Reading Writing Project. Our primary teachers had the opportunity to study at the Teachers' College at Columbia University in New York, learning to not only teach our students to read, but to love reading. Through a partnership with the institute we are also able to regularly bring consultants to our site to further our understanding and implementation of Readers and Writers Workshop. Through mini-lessons, making connections and supporting students with an abundance of leveled reading, our students learn to love to read and read to learn.

Behind the scenes, much is happening to solidify and expand upon teachers' professional development. The staff meets in grade levels weekly to develop common throughlines, activities and assessments. They analyze student work together and talk about their practice in order to grow professionally. The entire staff collaborates bi-monthly as well, practicing thinking routines, developing common expectations, engaging in action research and book studies, and attacking "big picture" issues in teaching and learning.

Small class sizes averaging approximately 17 students per class across the grade levels, as well as having instructional assistants in each classroom help us ensure that we provide each of our students with the time and attention he or she needs. The school is developing an organized and articulated set of common benchmark assessments to help us celebrate student successes, while also enabling us to quickly identify students who are struggling. Regular child study meetings are held where a committee of diverse stakeholders (special educators, classroom teachers, specialists, administration and parents) come together to create individualized plans for student intervention that support achievement. In addition to a resource teacher, speech therapist, counselor, and psychologist, we also employ reading and math specialists to provide individual or small group intervention when students are struggling to have their needs met in the regular classroom. These structures and systems help ensure that no student falls through the cracks.

In addition to our strong focus on language arts and mathematics, we also believe that our students benefit from development in the arts, world language and other areas. Students enjoy weekly visits to our well-equipped music and art rooms as well as a state-of-the-art computer lab. Each second and third-grader is assigned a violin for two years of strings study with our music specialist. In our one-to-one initiative, each fourth, fifth and sixth grader is assigned an Apple laptop for composition, research and presentations and receives instruction from our technology specialist. Our art teacher displays the students' amazing works of art in our professionally designed art gallery. Our physical education teachers help support healthy living and sportsmanship through bi-weekly outdoor sessions for each class. Our Spanish teachers visit classrooms twice weekly, encouraging cultural awareness and language acquisition. Our science specialist coordinates our new learning lab with exciting equipment and materials in addition to engaging activities to support classroom science units. A full time librarian is on hand for weekly classroom visits and is available to help connect students to over 20,000 titles housed in our library.

Students at Montecito Union receive an enriched education through many other activities supported generously by our PTA. Individual grade levels partake in residencies, bringing in experts for extended study of African drumming, dance and movement, poetry, storytelling, colonial experiences, primitive living, and much more. Numerous field trips bring learning to life, helping students make connections to discussions and text in the classroom.

All of these incredible attributes of Montecito Union help us to provide our students with our vision of a global standard of educational excellence. We prepare our students to think, to be good citizens, to appreciate and understand the arts, and ultimately to fulfill our mission by providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential.

Opportunities for Parental Involvement

Montecito Union enjoys significant parent and community interest, support and participation. An annual guide to Frequently Asked Questions regarding parent involvement is reviewed and approved by the school site council and school board each year.

The following are some examples in which parent volunteers are actively involved:

- Classrooms
- School Activities
- Parent Education Workshops
- Bi-monthly newsletter contributions and organization
- PTA Board and Committees
- Montecito Educational Foundation Board
- School Site Council
- A variety of School and District Committees such as:
 - Strategic Planning
 - Facilities Master Plan
 - "Green" Team
 - Intervention
 - Inclusion
 - Safety
 - After School Task Force

Please contact the following individuals at (805)969-3249 to discover how you can become involved:

- Nicholas Bruski, Chief Academic Officer
- Pamela Dillman Haskell, PTA President
- Dan Oriskovich, MEF President
- Tammy Murphy, Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the Chief Academic Officer or the district office.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	55
1	71
2	44
3	72
4	57
5	63
6	50
Total Enrollment	412

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0
Asian	0
Black or African American	0
English Learners	6.1
Filipino	0
Hispanic or Latino	0.5
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	2.7
Students with Disabilities	0
Two or More Races	0
White	84

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	13.8	4	0	0
1	17.8	4	0	0
2	14.7	3	0	0
3	18	4	0	0
4	14.3	4	0	0
5	15.8	4	0	0
6	16.7	3	0	0
2009-2010				
K	17	4	0	0
1	13.3	3	0	0
2	16.3	4	0	0
3	14	4	0	0
4	15.3	4	0	0
5	18.7	3	0	0
6	16.8	4	0	0
2008-2009				
K	12.7	3	0	0
1	16.3	3	0	0
2	13.8	4	0	0
3	14	4	0	0
4	12.8	5	0	0
5	17.3	4	0	0
6	15.8	5	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Climate

School Safety Plan

This section provides information about the school's Comprehensive Safety Plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 are able to learn. Simply stated, safety is central to the daily operation of the school. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on August 31, 2011 and approved by the Board of Trustees on September 20, 2011.

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:

"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."

Strategies, programs, and procedures outlined in the student handbook and elsewhere provide school safety and address the manner in which the school complies with existing laws related to school safety. These comprehensive plans address student discipline, dress code, safe routes to school, safe and drug-free environment, non-discrimination and harassment, child abuse reporting, environmental safety, and disaster preparedness. The school is also engaging in action research to develop an articulated and embedded character education program that teaches students successful dispositions and habits of mind such as persistence, managing impulsivity, and demonstrating empathy.

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. Parent and community volunteers are utilized to observe our response to a disaster, evaluate our plan, and offer feedback. Drills also take place with regard to school-wide lockdown procedures.

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9/11

A safe, attractive, and motivating learning environment is a priority for the Montecito Union School District. This is ensured by the work of the Safety Committee, Dean of Students, and an outstanding and dedicated janitorial/maintenance staff consisting of a full-time supervisor who is provided living accommodations on the campus, four full-time day custodians, and two part-time custodians who work afternoons and evenings.

Independent inspections take place in the following areas:

Fire: the Montecito Fire District conducts a fire inspection annually. 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 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: On a regular basis, an inspection team consisting of the head custodian, Yard Duty Supervisor and Dean of Students inspects the school site and identifies items needing attention. Items listed are corrected in a timely manner.

School committees are also in place to address specific concerns:

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.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1	0	0	1	0	0
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Building Inventory: Montecito Union School currently consists of seven buildings containing 35 classrooms, a library/technology center, a maintenance shop, and a residence for the head of the school custodial/maintenance operation. Montecito Elementary School's main building, administration and fourth grade classrooms were built in the 1930s. The main building, in addition to the classrooms, includes an office complex, teacher workroom, auditorium, faculty room, science lab, and a custodial/maintenance workroom. Two single story buildings for kindergarten and first grade were built in the 1950s. The library/technology center was completed in 1993. The center includes a state-of-the-art library and computer lab, a multi-media conference room/office, and workroom.

In April 1995, a building containing six classrooms was completed. This building houses our fifth grade classrooms, afterschool program headquarters and a Spanish classroom. In November 1997, voters within the Montecito Union School District approved a \$4.5 million bond issue for new classroom construction. The project allowed for the building of 17 new classrooms and 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 7.96 acres of land. The northern half of the school property consists of grassy terraces including a soccer field, 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, grass play areas, organic garden, playground equipment, and 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.

In 2007 the District acquired 2.75 acres of land adjacent to the southern boundary of the existing school footprint. The acquisition of this land will allow for the future development and expansion of Montecito Union School.

The District participates in the State School Deferred Maintenance Program to assist 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 2010-11 school year, the District budgeted \$175,000 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

School Facility Good Repair Status

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	37	37	37
Without Full Credential	0	0	0
Outside Subject Area of Competence	1	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	37
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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:

- Three full-day in-service programs are provided by the District on topics based on needs as determined by collaboration between the administration and teaching staff. Visible Thinking, Teaching for Understanding, Differentiated Instruction, Habits of the Mind, Classroom Instruction that Works, and Teaching with the Brain in Mind are areas of professional development that have recently received attention.
- Each grade level team is provided with up to five days of team release for in-service, planning, and discussing assessment results.
- The District provides a \$1,000 discretionary travel-conference budget for each teacher, each year.

- The Montecito Education Foundation financially supports other opportunities for professional development including study at Harvard University and the Teachers' College at Columbia University.

- Teachers are released for one hour every week to work together in grade level professional learning communities.

Three of four weekly staff meetings are dedicated to professional learning community discussions on student learning and achievement

The Chief Academic Officer regularly visits classrooms and offers feedback for professional growth using a Ladder of Feedback.

- Montecito Union is developing an innovative staff development program that builds on the use of best practices in encouraging continual growth towards the establishment of a professional learning community.

- During the summers of 2010 and 2011, 95% of Montecito Union teachers traveled to Harvard University to study "Project Zero," which involves the strategies exemplified in "Visible Thinking." K/1 teachers also spent a week at Columbia University studying readers' workshop in 2010 and have received ongoing support through the use of a consultant for 5 days a year.

So often, educators attend trainings and are momentarily inspired only to forget what they learned as the latest fad hits the spotlight. The structures of grade level and school-wide professional learning communities along with the fact that teachers have all shared a common experience have helped build momentum and commitment to implementing change and working together towards a common vision of embracing a thinking curriculum.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	100	0
High-Poverty Schools		
Low-Poverty Schools		

- * High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or	0.5	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff	0.5	---
Psychologist	0.8	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing	0.8	---
Resource Specialist (non-	0.8	---
Other		---

* 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.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/11

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 adoption to the Board of Trustees.

The Board of Trustees holds a public meeting each year to attest to the sufficiency of textbooks and other instructional materials. The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Montecito Union School adopted Harcourt Math in 2008 and Pearson Reading Street in 2010.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Reading Street: Adopted in 2010	Yes	0%
Mathematics	Houghton Mifflin: Adopted in 2008 Glencoe: Adopted in 2003	Yes	0%
Science	Foss Science (Delta): Adopted in 2007	Yes	0%
History-Social Science	Harcourt Brace: Adopted in 2006	Yes	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$21,823	\$0	21,823	102,373
District	---	---	21,823	\$99,905
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and District			0%	0%
Percent Difference: School Site and State			53%	24.3%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage 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 webpage 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>.

Types of Services Funded

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The Montecito Union School District provides the following services:

- 27 K-6 classrooms - each served by a fully credentialed teacher and part-time instructional assistant
- Full and part-time specialists: Art, Educational Technology, Librarian, Math, Music, Physical Education, Reading, Science and Spanish
- Full and part-time student support services including a full range of Special Education Services, an English Language Development (ELD) specialist, a nurse, and a counselor
- A Chief Business Official, Dean of Students, Chief Academic Officer, and a Superintendent
- A full-time school secretary
- A full-time district accountant and a full-time executive assistant at the District level
- Five full-time and two part-time custodial/maintenance employees
- Educational programs beyond the classroom (i.e., sixth grade outdoor education program, field trips throughout the community, a two-week dance residency and a two-week drum residency, a fourth through sixth grade chorus, a fourth through sixth grade band, a fourth through sixth grade strings program, and more)
 - * generously funded through the MUS PTA
- Instructional materials
- Professional development
 - * funded by both the MUSD and the Montecito Education Foundation

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$46,199	\$38,744
Mid-Range Teacher	\$86,855	\$55,509
Highest Teacher	\$112,765	\$70,567
Average Principal (ES)	\$133,494	\$92,338
Average Principal (MS)	\$0	\$96,427
Average Principal (HS)	\$0	\$94,401
Superintendent	\$169,385	\$109,381
Percent of District Budget (FY 2009-10)		
Teacher Salaries	41%	37%
Administrative Salaries	4%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison

Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	91	91	91
Mathematics	87	89	89
Science	85	96	92
History-Social Science	N/A	N/A	N/A
STAR Results for All Students --District			
English-Language Arts	91	91	91
Mathematics	87	89	89
Science	85	96	92
History-Social Science	0	0	0
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	91	89	92	0
All Student at the School	91	89	92	N/A
Male	90	87	92	N/A
Female	93	91	92	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	83	76		N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged				N/A
English Learners	84	84		N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	7.7	18.5	72.3

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

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

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	281	960	289	953	4,683,676	778
Black or African American					317,856	696
American Indian or Alaska Native					33,774	733
Asian	12				398,869	898
Filipino					123,245	859
Hispanic or Latino	29	931	31	903	2,406,749	729
Native Hawaiian/Pacific Islander					26,953	764
White	281				1,258,831	845
Two or More Races					76,766	836
Socioeconomically Disadvantaged	10		12	850	2,731,843	726
English Learners	19	932	20	910	1,521,844	707
Students with Disabilities	8		16	781	521,815	595

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	15	9	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15	15	
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes

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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0