

Montecito Elementary School

385 San Ysidro Road • Santa Barbara, CA 93108 • (805) 969-3249 ext. 402 • Grades K-6

Dr. Nicholas Bruski, Principal

nbruski@montecitou.org

www.montecitou.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Montecito Union School District

385 San Ysidro Road
Santa Barbara, CA 93108
(805) 969-3249
www.montecitou.org

District Governing Board

Mrs. Kate Murphy
President

Mrs. Susannah Osley
Clerk

Mrs. Marilyn Bachman

Mr. Chad Chase

Mr. Peter van Duinwyk

District Administration

Anthony Ranii
Superintendent

Nick Bruski
Principal

Rusty Ito
Assistant Principal

Virginia Alvarez
Chief Business Official & Human Resources

School Description

Montecito Union School, recertified as a California Distinguished School in 2018, is a one-school district serving the community of Montecito with transitional kindergarten through sixth grade. The District is comprised of a middle to upper socioeconomic population and has a current enrollment of approximately 360 students. It is governed by a five-member Board of Trustees and is administered by a Superintendent, Principal, Assistant Principal, 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 launch inspired thinkers who positively impact the world. We strive to provide our students with the academic foundation to creatively solve complex problems, teaching them 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 in seeking joy, wonder, and the love of learning.
3. We commit to providing a comprehensive experience that allows our students to reach their highest potential academically, artistically, athletically, and socially.
4. 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 students. "Together we are better."
5. We believe all students, employees and volunteers can meet high standards of excellence.
6. We commit to researching, developing, and applying best practices in order to continually improve all aspects of MUS.
7. We believe educators are learners who model and nurture intellectual curiosity and rigor, and interdisciplinary and collaborative inquiry.
8. We commit to designing and delivering a relevant, rigorous, and integrated curriculum that engages students in critical and creative thinking, and allows them to be inquirers and problem solvers.
9. We commit to teaching character attributes such as leadership, kindness, respect, persistence, integrity, courage, and empathy through example, digital citizenship, purposeful instruction, and meaningful application.
10. We believe service to others is an essential component of Montecito Union School and the greater community.
11. We commit to developing the dispositions of personal responsibility and accountability for our learning community.
12. We commit to modeling and promoting environmental stewardship.

Guided by our Strategic Plan, MUS has embarked on a journey with Project Zero from Harvard University over the last ten years. Our staff has been and continues to be, extensively trained in the tenets of Visible Thinking. With the support of the Montecito Union School Foundation (MUSF), we've had the good fortune to send all of our certificated staff with more than one year of service 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, to think deeply and abstractly, and to apply their understanding to novel situations. 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 Calkins and the Reading and Writing Workshop Project. Through experiences at Columbia University in New York, summer institutes, and expert trainings on-site, our teachers have received extensive support in their literacy instruction in order to not only teach our students to read but to love reading. Readers Workshop focuses on the central role of curriculum development and planning in teaching reading, explicitly teaching comprehension strategies, the importance of assessment-based instruction, the role of the read-aloud book, methods of holding our students accountable for doing their best work, helping students grow ideas about literature, and classroom structures that support inquiry and collaboration. We are also able to regularly send staff members to regional institutes to further our understanding and implementation of Readers and Writers Workshop. Through mini-lessons, making connections, and supporting students with an abundance of "just right" reading materials, our students learn to love to read and read to learn. Our experience has demonstrated that the major tenets of Readers Workshop closely align with the major throughlines of Visible Thinking, teaching students to be engaged, curious, critical thinkers.

Encompassing each academic area is our school-wide focus on implementing Costa and Kallick's 16 Habits of Mind. We were fortunate to be one of twelve schools in the United States named as an International Habits of Mind School of Excellence. Art Costa and Bena Kallick have spent numerous days working with our staff and community so that we can better develop those mental qualities, attitudes, and dispositions that all students need to be successful, such as demonstrating persistence, flexibility, empathy and more. Teachers weave instruction in the Habits of Mind throughout all areas, such as identifying traits of historical figures or literary characters, seeing connections between persistent or flexible animals in science, or noting the importance of striving for accuracy in mathematics.

The Habits of Mind serve as a framework for student character development. Proactive dialogue circles (Mustang Meetings) are utilized routinely in all classrooms as a vehicle for building Habits such as listening with empathy, thinking about thinking, managing impulsivity, thinking and communicating with clarity, and thinking interdependently. Dialogue circles can be utilized for daily check-ins, for establishing class norms, for celebrating successes, and for exploring solutions to ongoing conflicts and complex problems. This classroom routine supports students with vocalizing their needs and supporting others' needs in an effort to maintain a positive, safe, and productive school community. When conflict arises, administrators are trained in using dialogue circles as a vehicle for resolving issues and repairing the community. Staff members utilize dialogue circles in staff meetings and PLCs to establish common needs and explore potential conflicts. This serves as a model for students about our core values with respect to ongoing relationship building and conflict resolution. Over the course of a student's tenure at MUS, they will learn that the Habits of Mind help develop the grit and persistence necessary for lifelong success in a world where content knowledge is vast, fast, and fleeting.

The circle structure becomes a key component in managing conflict. The school utilizes restorative approaches for managing student misbehavior. This high-accountability, high-support system focusses energy on students identifying the impacts of their behavior and strategies for helping to mitigate these impacts. In addition to circles, mindfulness practices are embedded into the classroom and into recess to give students skills to slow down, better manage impulsivity, and increase focus and attention. At MUS, we see recess as an important element in students' social-emotional development. To support this development daily pathways exist to allow students to explore service-learning opportunities, play sports, and participate in STEAM-based activities. These pathways provide structure to the recess and allow students to form new relationships around common interests.

Behind the scenes, much is happening to solidify and expand upon teachers' professional development. The staff meets in grade-level teams weekly to develop common throughlines, activities, and assessments. They analyze students' work together and talk about their practice in order to grow professionally. The entire staff collaborates three times a month as well, practicing thinking routines, developing common expectations, engaging in action research and book studies, and attacking "big picture" issues in teaching and learning. In addition, each staff member has access to significant professional development dollars to use at their discretion with the approval of a leadership committee, allowing for our teachers to explore areas of particular interest and need outside of our larger school initiatives.

Small class sizes with a school-wide average of approximately 18 students per class, 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 implements and continuously refines 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 regular 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 immersed in instruction with an individual violin for two years of strings study with our music specialist. In our one-to-one initiative, each third, fourth, fifth and sixth grader is assigned an Apple laptop for composition, research, and presentations, while TK-2 students are each assigned an iPad. Our art teachers display 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 work with students twice weekly, encouraging cultural awareness and language acquisition. Our science specialist coordinates our learning labs with exciting equipment and materials in addition to engaging STEAM activities to support classroom science units. A math specialist supports teachers by helping design lessons and provides professional development, as well as providing MTSS support for students. Our technology specialist similarly helps infuse technology into teachers' curriculum. A librarian is on hand for weekly classroom visits and is available to help connect students to over 22,000 titles housed in our library.

Students at Montecito Union receive an enriched education through many other activities supported generously by the MUSF. Individual grade levels partake in residencies, bringing in experts for extended study of African drumming, 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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	61
Grade 3	54
Grade 4	58
Grade 5	56
Grade 6	67
Total Enrollment	394

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.3
Asian	0.5
Filipino	0.3
Hispanic or Latino	10.7
White	79.7
Two or More Races	4.8
Socioeconomically Disadvantaged	14.5
English Learners	5.6
Students with Disabilities	12.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Montecito Elementary	17-18	18-19	19-20
With Full Credential	39	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Montecito Union	17-18	18-19	19-20
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Montecito Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/13

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Readers Workshop, from the Teachers College at Columbia University The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Bridges: Adopted in 2015, CPM for 6th Grade Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss Science (Delta): Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Brace: Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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, Facilities Manager, and an outstanding and dedicated janitorial/maintenance staff consisting of a full-time manager, three full-time day custodians, four full-time custodians who work afternoons and evenings, and one gardener.

Building Inventory: Montecito Union School currently consists of seven buildings containing 35 classrooms, a library/technology center, a maintenance shop, and a counseling center. 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 innovation lab, a book room, 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 8 acres of land. The northern half of the school property consists of grassy terraces including a soccer field, track, newly renovated basketball courts and 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 2.2 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 and is currently providing additional staff parking.

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. In the summer of 2019, the District will complete accessibility upgrades to the main parking lot, will replace two play structures, and will improve accessibility and drainage in our largest play spaces. In addition, the District has plans to use State funds and internal funds to renovate our two oldest buildings within the next five years.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/2016

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	91	88	91	88	50	50
Math	85	85	85	85	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	3.5	21.1	68.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	237	98.34	87.76
Male	131	127	96.95	84.25
Female	110	110	100.00	91.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00	90.91
White	198	196	98.99	88.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	87.18
English Learners	24	22	91.67	86.36
Students with Disabilities	37	36	97.30	63.89

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	236	97.93	85.17
Male	131	126	96.18	81.75
Female	110	110	100.00	89.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00	81.82
White	198	195	98.48	87.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	84.21
English Learners	24	22	91.67	77.27
Students with Disabilities	37	36	97.30	50.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Montecito Union enjoys significant parent and community interest, support and participation. An annual Frequently Asked Questions document 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:

- Classroom reading work, help with projects, and volunteer presentations
- School Activities
- MUSF Board and Committees
- School Site Council
- A variety of School and District Committees such as:
- Facilities Committee
- Inclusion Committee
- Safety Committee

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

- Nicholas Bruski, Principal
- Cate Stoll, MUSF President
- Anthony Ranii, Superintendent

State Priority: School Climate

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

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

School Safety 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 in September of 2019 and approved by the Board of Trustees on August 20, 2019.

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 address the manner in which the school complies with existing laws related to school safety. These comprehensive plans address student discipline, safe routes to school, safe and drug-free environment, non-discrimination and harassment, child abuse reporting, environmental safety, and disaster preparedness. The school also implements 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 safety drill, including lockdowns, shelter in place, earthquake, fire, and debris flow scenarios.

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 Facilities Manager, Campus Support Supervisor and Assistant Principal 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 and implementation of the District's Master Plan.

Safety Committee: This committee addresses all aspects of student, staff, and school safety. It works to develop and promote safe routes to and from school, monitors potential hazards that might impact student safety, examines policies and procedures, and observes, monitors and reflects on pick-up and drop-off, safety drills, parking lot safety, traffic and more.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	.83
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	52	7		5	28	7		5	38	3		5
1	36	4		4	38	4		5	35	3		5
2	30	3		3	33	5		4	34	5		4
3	36	4		4	41	3		5	41	3		5
4	42	5		4	45	3		5	44	3		5
5	42	4		4	50	4		5	42	3		5
6	44	4		4	43	4		5	45	4		5
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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:

- Two 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, Readers and Writers Workshop, NGSS, Habits of the Mind, Technology, and Character Education 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 \$1,500 discretionary travel-conference budget for each teacher, each year.
- The Montecito Union School Foundation financially supports other opportunities for professional development including study at Harvard University and the Teachers' College at Columbia University and well as bringing presenters from these esteemed institutions to MUS.
- Teachers are released for one hour every week to work together in grade level professional learning communities.
- Three of four staff meetings per month are dedicated to professional learning community and leadership team discussions on student learning and achievement
- The administration regularly visits classrooms and offers feedback for professional growth.
- Montecito Union implements 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 2010-2017 All permanent teachers of Montecito Union teachers have 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 all staff members have received ongoing support through the use of a consultant for up to 15 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,565	\$45,252
Mid-Range Teacher Salary	\$98,822	\$65,210
Highest Teacher Salary	\$135,000	\$84,472
Average Principal Salary (ES)	\$159,682	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$262,500	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	31%
Administrative Salaries	6%	7%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$31,547	\$0	\$31,352	113150
District	N/A	N/A	\$31,352	113150
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	122.7	54.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Montecito Union School District provides the following services:

- 23 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-time student support services including a full range of Special Education Services, an English Language Development (ELD) specialist, two nurses, and a counselor
- A Chief Business Official, Assistant Principal, Principal, and a Superintendent
- A full-time school office assistant, and a full time administrative assistant
- A full-time district accountant and 1.5 full-time executive assistants at the District level
- Seven full-time custodial/maintenance employees
- Educational programs beyond the classroom (i.e., sixth-grade outdoor education program, field trips throughout the community, a two-week drum residency, a fourth through sixth-grade chorus, a fourth through sixth-grade band, a fourth through sixth-grade orchestra, and more) * generously funded through the MUSF
- Instructional materials
- Professional development *funded by both the MUSD and the MUSF

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.