Kellogg Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Mrs. Kimberly Bruzzese, Principal

Principal, Kellogg Elementary

About Our School

At Kellogg School, we believe that every child is an individual with the right to grow and to develop all of his/her abilities to their full potential. Our curricula and daily programs reflect the following goals for our students. Each student will:

1. Master the basic skills of reading, writing, and computation.
2. Develop positive relationships with peers and adults.
3. Be encouraged to develop interests and engagement within learning through differentiation strategies.
4. Be provided intervention support as needed using multi-tiered systems of support to monitor progress and growth.
5. Be physically fit and healthy.
6. Promote and practice the moral and civic values of the entire community.

Contact

Kellogg Elementary
475 Cambridge Avenue
Goleta, CA 93117-2141

Phone: 805-681-1277
E-mail: kbruzzese@goleta.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Goleta Union Elementary
Phone Number	(805) 681-1200
Superintendent	William Banning
E-mail Address	wbanning@goleta.k12.ca.us
Web Site	www.goleta.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Kellogg Elementary
Street	475 Cambridge Avenue
City, State, Zip	Goleta, Ca, 93117-2141
Phone Number	805-681-1277
Principal	Mrs. Kimberly Bruzzese, Principal
E-mail Address	kbruzzese@goleta.k12.ca.us
Web Site	www.kellogg.goleta.k12.ca.us
County-District-School (CDS) Code	42691956045488

Last updated: 12/13/2016

School Description and Mission Statement (School Year 2016-17)

Kellogg School is one of the nine elementary schools of the Goleta Union School District. The Goleta Union School District (GUSD) serves the Goleta Valley, a suburban community of 80,000 people that includes the City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

Kellogg's Mission Statement:

Kellogg School is dedicated to promoting academic excellence and fostering a sense of personal responsibility. Our mission is to encourage all children to fulfill their greatest potential in a positive learning experience through commitment to high standards and collaboration with the community.

The District offers a stimulating and challenging instructional program and school environment with a capable and articulate professional staff. Many teachers, classified employees, and administrators have enjoyed long careers at GUSD. The staff is skilled at working to develop individual student potential by providing basic skills and problem solving strategies. Every GUSD school offers programs in technology, music, art, and physical education. Every GUSD school has a computer center and all classrooms and offices have Internet access.

The Board of Trustees has defined the strategic direction for the District and the schools through a comprehensive Strategic Plan and Local Accountability Plan, which are available on the District's website. The aspirations of the Goleta Union School District for each student are reflected in the following core components of the Strategic Plan:

Vision
Powerful Instruction
Purposeful Individualization
Productive Partnerships
Solid Evidence of Student Success

Mission
The Mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.

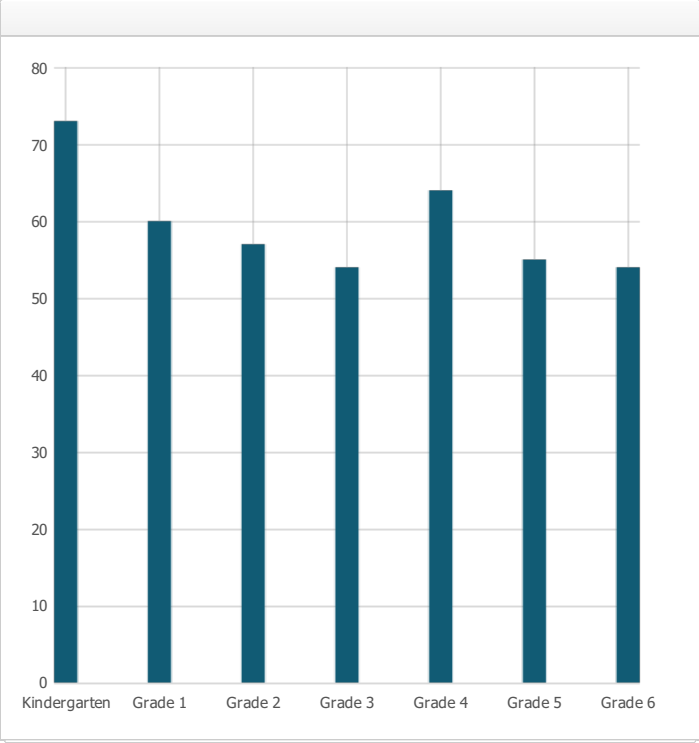
Shared Values and Beliefs
Success for every student
Effort, perseverance, and responsibility
Learning beyond the basics
Safe, healthy, and secure environments
Teamwork, partnership, and respect
High-quality services
Best instructional practices

Equity of experience

Last updated: 12/13/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	73
Grade 1	60
Grade 2	57
Grade 3	54
Grade 4	64
Grade 5	55
Grade 6	54
Total Enrollment	417



Last updated: 12/13/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.2 %
Asian	12.7 %
Filipino	0.2 %
Hispanic or Latino	36.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	41.5 %
Two or More Races	7.0 %
Other	1.2 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	27.8 %
English Learners	29.5 %
Students with Disabilities	10.3 %
Foster Youth	0.2 %

Last updated: 12/13/2016

A. Conditions of Learning

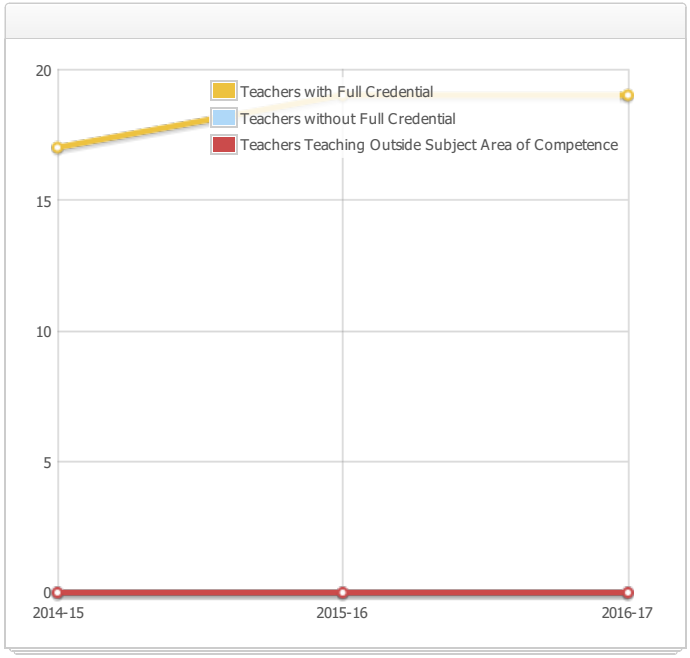
State Priority: Basic

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

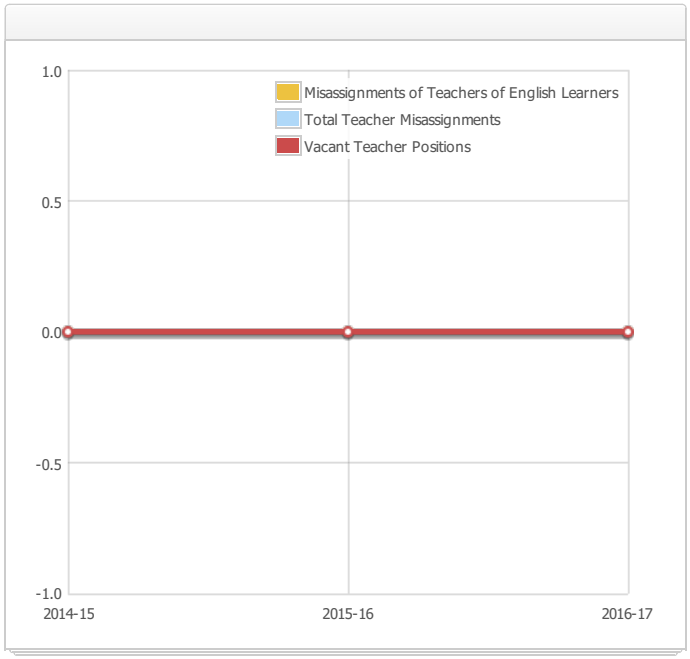
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	19	19	176
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 12/9/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: 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 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading (K-3) Houghton-Mifflin Reading (4-6)	No	0.0 %
Mathematics	Bridges (K-5) The Math Learning Center Core Connections 1 (Grade 6), College Preparatory Mathematics	Yes	0.0 %
Science	Full Option Science Systems (K-5) Holt California Science: Earth Science (Grade 6)	Yes	0.0 %
History-Social Science	Reflections (K-6)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2017

School Facility Conditions and Planned Improvements

Description of the condition and cleanliness of the school grounds, buildings, and restrooms

The school has sufficient space to house its classrooms, mandated special programs, and site-developed programs. Renovations have been performed to modernize classrooms and upgrade the building infrastructure. Infrastructure projects included installation of new electrical, plumbing and gas utilities. New carpets, paint, flooring, wall fixtures, counters, and sinks were among the modernization projects.

School Cleanliness

Two custodians work at the site. One custodian works during the day, the other works at night. The two custodians are responsible for general cleaning and upkeep of the site, classrooms, offices, walkways, and restrooms.

During the summer, classrooms, offices and common areas are thoroughly cleaned. To a lesser degree, thorough cleaning is undertaken during winter and spring recesses. The custodial supervisor inspects site maintenance and cleanliness on a regularly scheduled basis.

District grounds keepers work at the school one full day per week. They perform general gardening duties necessary to maintain a safe and attractive school site.

District maintenance staff ensures that the repairs necessary to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District participates in the State School Deferred Maintenance Program which provides state funds 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.

Last updated: 1/3/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	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	Pest issue in site kitchen and Multipurpose room due to areas in the building and outside of the building not kept clean. Areas have been cleaned and staff have been instructed on proper cleaning and food storage procedures.
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	Poor	The asphalt for all playgrounds is beyond patching and repairing. The asphalt needs to be removed and replaced.

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Fair

Last updated: 1/3/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	71.0%	54.0%	58.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	56.0%	65.0%	45.0%	54.0%	34.0%	36.0%

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.

Last updated: 1/5/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	64.8%
Male	30	29	96.7%	69.0%
Female	26	25	96.2%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	20	90.9%	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	92.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	36.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/5/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	60	98.4%	71.7%
Male	34	33	97.1%	72.7%
Female	27	27	100.0%	70.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	81.8%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	40.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	94.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	18.2%
English Learners	14	14	100.0%	14.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	57	98.3%	71.9%
Male	35	34	97.1%	67.7%
Female	23	23	100.0%	78.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	47.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.6%	82.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	38.5%
English Learners	11	11	100.0%	27.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/5/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	51	91.1%	74.5%
Male	27	24	88.9%	62.5%
Female	29	27	93.1%	85.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	20	87.0%	55.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	87.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	56.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	70.4%
Male	30	29	96.7%	79.3%
Female	26	25	96.2%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	20	90.9%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	84.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	47.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	60	98.4%	68.3%
Male	34	33	97.1%	66.7%
Female	27	27	100.0%	70.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	90.9%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	84.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	18.2%
English Learners	14	14	100.0%	21.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	57	98.3%	57.1%
Male	35	34	97.1%	54.6%
Female	23	23	100.0%	60.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	17.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.6%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	15.4%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	51	91.1%	64.7%
Male	27	24	88.9%	62.5%
Female	29	27	93.1%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	20	87.0%	45.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	70.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	43.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	78.0%	75.0%	72.0%	70.0%	67.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Last updated: 1/5/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	58	57	98.3%	75.4%
Male	35	34	97.1%	79.4%
Female	23	23	100.0%	69.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	17	17	100.0%	41.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	29	28	96.6%	92.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	38.5%
English Learners	11	11	100.0%	27.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Last updated: 1/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4%	18.2%	58.2%

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.

Last updated: 1/5/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are partners in the education of our students. Parents are encouraged to be involved as members of the Parent-Teacher Association, school or classroom volunteers, or as representatives to school governance organizations such as School Site Council, the English Learner Advisory Committee/District English Learner Advisory Committee (DELAC), District GATE Advisory Committee, or District Advisory Council. Meetings occur regularly over the course of the year.

Parent-teacher conferences are held in the fall and spring of each school year to discuss individual student progress. Additional site activities help parents understand school programs and learn about support services for parents and children.

District communication, school and classroom newsletters, new forums for electronic communication, and general announcements provide parents/guardians with information about their school. Schools communicate regularly with parents/guardians.

State Priority: Pupil Engagement

Last updated: 1/2/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

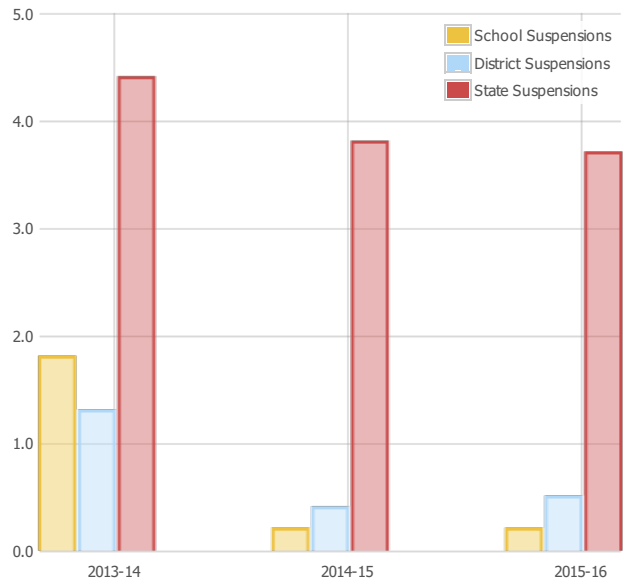
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

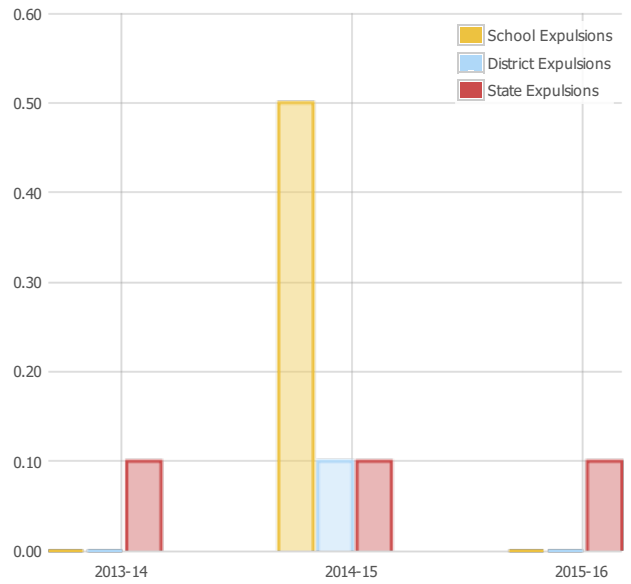
Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	0.2	0.2	1.3	0.4	0.5	4.4	3.8	3.7
Expulsions	0.0	0.5	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Suspensions



Expulsions



Last updated: 12/9/2016

School Safety Plan (School Year 2016-17)

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning.

Security: The school posts required public signs to communicate rules prohibiting smoking, skateboarding, and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing, and lighting are periodically tested to ensure a safe environment. Each school is represented on the district Safety Committee. Monthly, concerns or issues regarding campus security are shared. The District Maintenance and Operations staff and principals all carry walkie-talkies in order to be available at all times. All are quick to respond to any concerns.

Emergency Preparedness: The school updates the emergency plan annually. Periodically, a staff inservice is held for members to review his or her role in an emergency situation according to the plan. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to ensure students and staff safety in the event of fire, earthquake, or other disaster. The plan focuses on the three R's of disaster preparedness: readiness, response, and recovery to teach all students and staff to be prepared should any emergency occur.

Supervision of Students: Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Yard duty supervisors are employed at recess and lunchtime to ensure a safe environment for students. School policies regarding behavior are reviewed with students and staff regularly. Policies are sent home to parents annually. We are committed to student safety and a positive school climate.

Badge Identification System for Employees, Volunteers, and Visitors: Signs are posted on campus to advise visitors to sign in at the office. To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers, or visitors are required to wear a pocket or lanyard identification badge. Visitor and volunteer badges are obtainable in the school office. The staff reminds any visitor without a badge to return to the office for one

in order to heighten awareness of anyone who is on the campus.

Last updated: 1/2/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	11.0%

Note: Cells with NA values do not require data.

Last updated: 1/3/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.0	0	3	0	21.0	1	2	0	18.0	3	0	0
1	21.0	0	2	0	22.0	1	1	0	22.0	0	3	0
2	20.0	2	0	0	22.0	0	3	0	22.0	0	3	0
3	20.0	2	1	0	18.0	3	0	0	23.0	0	2	0
4	25.0	0	2	0	27.0	0	2	0	22.0	0	3	0
5	27.0	0	2	0	25.0	0	2	0	27.0	0	2	0
6	20.0	2	1	0	25.0	0	2	0	26.0	26	2	0
Other	8.0	2	0	0	17.0	1	0	0	15.0	5	0	0

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

Last updated: 12/19/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	6.0	N/A

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

*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.

Last updated: 12/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$11522.7	$248.6	$11274.0	$78445.0
District	N/A	N/A	$11274.0	$78445.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	$5677.0	$71610.0
Percent Difference – School Site and State	N/A	N/A	15.0%	8.0%

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

Last updated: 12/27/2016

Types of Services Funded (Fiscal Year 2015-16)

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

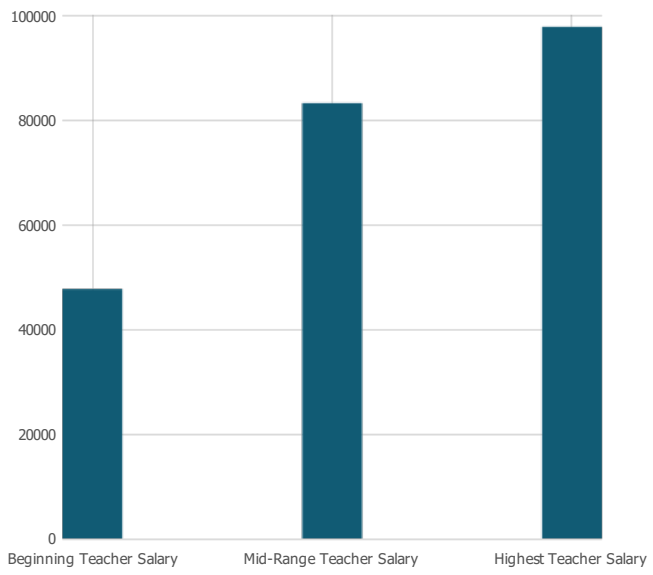
Last updated: 1/2/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

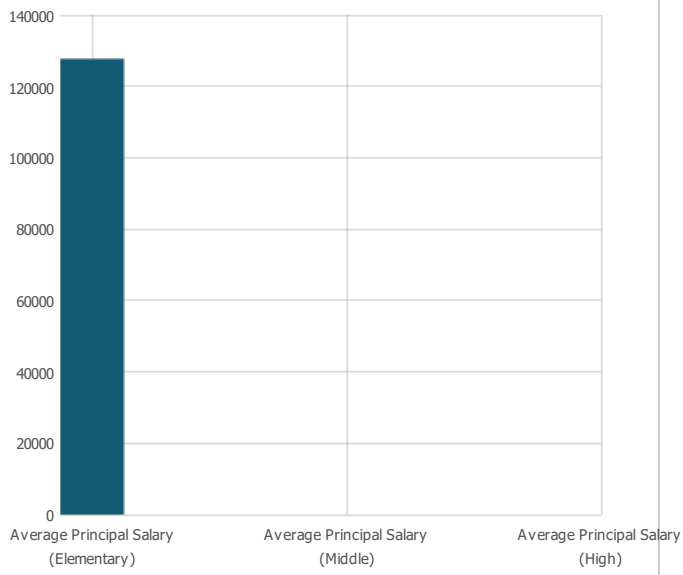
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,678	$44,507
Mid-Range Teacher Salary	$83,177	$68,910
Highest Teacher Salary	$97,735	$88,330
Average Principal Salary (Elementary)	$127,711	$111,481
Average Principal Salary (Middle)	$	$115,435
Average Principal Salary (High)	$	$113,414
Superintendent Salary	$182,416	$169,821
Percent of Budget for Teacher Salaries	46.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/27/2016

Professional Development

The District annually provides three days of in-service to certificated staff and District-wide release-time throughout the year. Teachers are afforded common plan time to work in Professional Learning Communities as well as opportunities to attend professional conferences and workshops. Classified staff members meet for training specific to their positions several times during the year.

During the 2013-14 school year, the Professional Development days provided Factswise training for all third grade teachers and all K-2 teachers not previously trained. Additionally, all teachers were trained on Number Talks and introduced to other topics including the following: The Operations and Algebraic Thinking, Number and Operations in Base Ten/Number System learning progression documents and addition and subtraction problem types. Ongoing math training continued throughout the year and expanded on incorporation of these topics into daily instruction. Teachers were also trained in the Coherent Writing program focusing on Summary of Expository and Close Reading. Teachers administered two common formative assessments (CFA) (Fall CFA was Summary of Narrative and

Spring CFA was Summary of Expository) and analyzed and discussed student work with site grade level teams as part of the ongoing training efforts. Lastly, various optional after school workshops on Math and English Language Arts were offered to teachers throughout the years.

Professional Development during the 2014-2015 school year had a major focus on mathematics instruction. Teachers on special assignment utilized the Cognitive Guided Instruction (CGI) model to help teachers understand the knowledge that students bring to the math process and how they connect that knowledge with formal concepts and operations. The specific topics for the training were problem types, problem solving, the standards for mathematical practices and fractions. Teachers were also trained on the writing standards and progressions and given an introduction to argument/opinion writing integrated with science content. Follow-up/continued training was also provided in the areas of close reading and text dependent questions. All school sites selected a team to participate in a foundational learning module on Multi-Tiered Systems of Support.

The district adopted a new series for the 2015-2016 school year, The Math Learning Center: Bridges for K-5 and College Preparatory Math (CPM) - Core Connections 1 for sixth grade. Before contractual days, select teachers participated in two days of training the trainers. These teachers served as in-house experts throughout the year. In addition, our initial contractual professional development days provided Bridges and CPM training for all staff. Initial contractual days provided a new teacher training day to orient teachers to Goleta Union School District. We also continued our Differentiated Instruction for fourth through sixth grade teachers with a focus on fifth grade teachers. Our special education staff received professional development specific to their positions, e.g. CPI training.

Curriculum Council serves as an ongoing steering committee. During the 2015-2016 school year, the Council reviewed SBE approved materials, ELA/ELD Standards, and used the 2015 Adoption Toolkit: English Language Arts/Literacy and English Language Development (California County Superintendents Educational Services Association [CCSESA], 2015). Using the three resources and several publishers' presentations, the Council chose two ELA/ELD series to pilot in the 2016-2017 school year and will continue into the following year.

Last updated: 1/2/2017