

# El Camino Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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 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.



### Amanda Martinez, Principal

Principal, El Camino Elementary

#### About Our School

Welcome to El Camino Elementary School - Home of the Dolphins! We are a No Excuses University School and use the Six Exceptional Systems as a framework to shape the way we work together to educate each and every child that comes through our doors. We believe in a culture of universal achievement, collaboration, standards alignment, assessment, data management, and intervention.

We believe it is our moral imperative to provide students with the world-class education they deserve. El Camino staff elevate the bar for their students and work with them in the creation of individualized, measurable goals in academics and Good Citizen traits.

El Camino staff believe that their best work is done together, in partnership with families and the surrounding community. Students participate in a variety of instructional activities in core subject areas as well as STEAM, Music/Dance, physical education. Field trips, guest presentations, and extracurricular opportunities including an AM Study Club for homework assistance and lessons in Polynesian dance lessons and band instruments are available for all grade levels.

The intentional and focused efforts of our staff, families and community members working together help turn El Camino's vision of success into reality.

Amanda Martinez, MA  
Principal

#### Contact

*El Camino Elementary*  
5020 San Simeon Dr.  
Santa Barbara, CA 93111-2129

Phone: 805-692-5574  
E-mail: [amartinez@goleta.k12.ca.us](mailto:amartinez@goleta.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Goleta Union Elementary
<b>Phone Number</b>	(805) 681-1200
<b>Superintendent</b>	Donna Lewis
<b>E-mail Address</b>	<a href="mailto:dlewis@goleta.k12.ca.us">dlewis@goleta.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	El Camino Elementary
<b>Street</b>	5020 San Simeon Dr.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93111-2129
<b>Phone Number</b>	805-692-5574
<b>Principal</b>	Amanda Martinez, Principal
<b>E-mail Address</b>	<a href="mailto:amartinez@goleta.k12.ca.us">amartinez@goleta.k12.ca.us</a>
<b>Web Site</b>	<a href="http://elcamino.goleta.k12.ca.us">http://elcamino.goleta.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	42691956045405

*Last updated: 1/15/2019*

### School Description and Mission Statement (School Year 2018—19)

#### Description

El Camino Elementary School is one of nine elementary schools in the Goleta Union School District (GUSD). We have Preschool through 6th grade on our campus with a total enrollment close to 260 students. During the day, students are involved in academic work of a rigorous nature while social-emotional-behavioral skills are embedded throughout all lessons.

We have two after school programs that are offered to students, one that is federally funded, ASES, and one that is for-pay, @Afterschool. Both programs provide snacks, homework assistance, and enrichment based activities. El Camino also partners with local musicians and the Santa Barbara Symphony to provide instrumental instruction for band and string instruments. We also have partners from the University of California Santa Barbara (UCSB) who volunteer their time to teach Polynesian Dance to students every week.

El Camino School is part of the No Excuses University (NEU) network and takes great pride in ensuring that each one of our students are college ready.

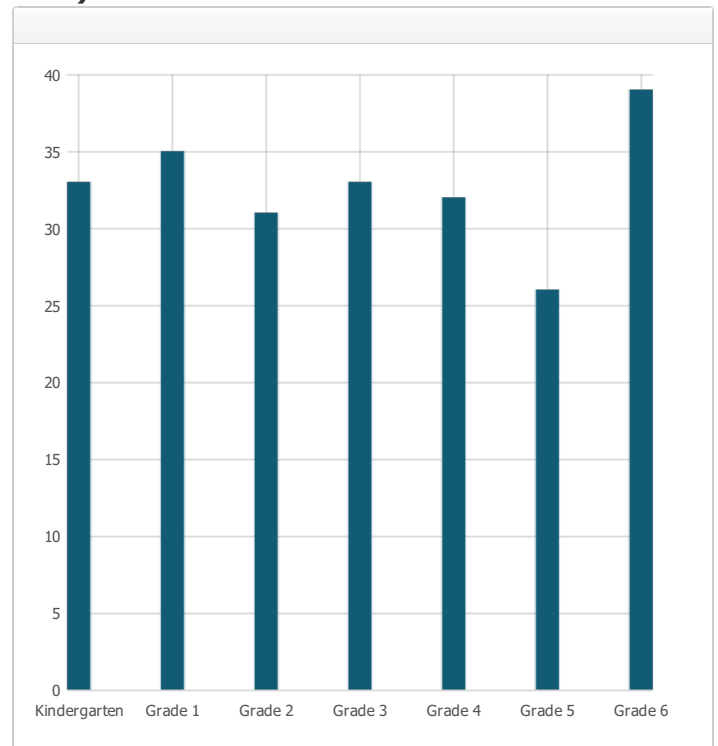
#### El Camino Mission Statement

We, the El Camino Staff, believe that each student is capable of achieving academic success across the curriculum. Our responsibility is to make that happen.

*Last updated: 1/15/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	33
Grade 1	35
Grade 2	31
Grade 3	33
Grade 4	32
Grade 5	26
Grade 6	39
<b>Total Enrollment</b>	<b>229</b>



Last updated: 1/14/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	%
Asian	3.9 %
Filipino	0.9 %
Hispanic or Latino	83.8 %
Native Hawaiian or Pacific Islander	%
White	10.0 %
Two or More Races	0.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.9 %
English Learners	37.1 %
Students with Disabilities	5.2 %
Foster Youth	%

## A. Conditions of Learning

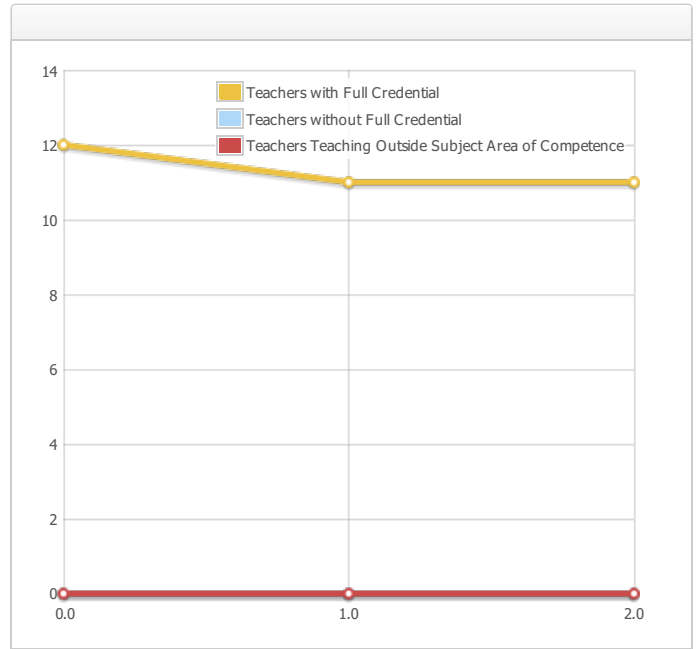
### State Priority: Basic

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

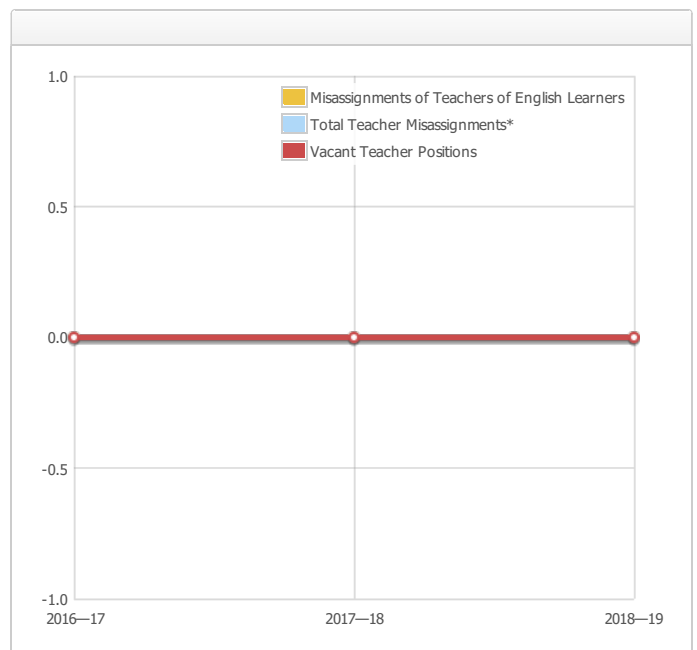
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	11	11	165
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/2/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Reading Wonders K-6 World of Wonders Pre-K Wonderworks (Intervention)	Yes	0.0 %
Mathematics	Math Learning Center Bridges (K-5) College Preparatory Math (CPM) Core Connections I (6th)	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	Spark (K-6)	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

## School Facility Conditions and Planned Improvements

Overall site is in moderate condition. The facilities on this site are beginning to show its age as improvements will need to be made soon. There are areas of asphalt that are at the point where maintenance or replacement will be necessary. This is a large campus and keeping it clean to GUSD standards can sometimes be a challenge day to day. Additional custodial staff may be needed to accomplish this. In the last year we have changed out some heaters, AC units in modular classrooms, and carpeted some areas -nothing planned at this time for rooms. The fire alarm system is in the process of being updated, new carpet is needed in all rooms, a new roof for the whole school and some good sustainable landscaping. Buildings needs to be painted as well. Overall, the site is safe for students, staff and the community and all classrooms are very safe.

*Last updated: 1/11/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
----------------	------

*Last updated: 1/16/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	43.0%	59.0%	62.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	42.0%	57.0%	59.0%	37.0%	38.0%

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.

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.

*Last updated: 1/14/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	128	98.46%	42.97%
Male	63	62	98.41%	35.48%
Female	67	66	98.51%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	107	106	99.07%	40.57%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	69.23%
Two or More Races				
Socioeconomically Disadvantaged	95	93	97.89%	34.41%
English Learners	79	77	97.47%	36.36%
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 (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.

*Last updated: 1/14/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	130	100.00%	41.54%
Male	63	63	100.00%	38.10%
Female	67	67	100.00%	44.78%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	107	107	100.00%	38.32%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	61.54%
Two or More Races				
Socioeconomically Disadvantaged	95	95	100.00%	35.79%
English Learners	79	79	100.00%	37.97%
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 (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.

*Last updated: 1/14/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/14/2019*

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.8%	40.7%	29.6%

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: 1/14/2019*

## 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 2018—19)

Parents are engaged at El Camino, belonging to the various school and district teams as well as working in classrooms as volunteers and supporting school field trips and events. El Camino has a strong, supportive Parent Teacher Association (PTA). The PTA is focused on supporting students and staff in academics and growth and has a common goal of helping every student on the path to being college bound. El Camino is represented at the District Advisory Council (DAC) and a District English Learner Advisory Council (DELAC). The school English Learner Advisory Council (ELAC) also works to engage El Camino parents. School Site Council (SSC) meetings and conferences also provide opportunities for parents to collaborate with staff in creating the best educational experience possible for El Camino scholars.

Families participate in special events academically focused such as the Dolphin Book Festival and Night of Discovery. We also celebrate successes together such as recognizing our students during our Top Scholar and Student of the Month assemblies which focus on the pillars of being a Good Citizen. Another special event unique to El Camino is our Winter Festival, Kermesse, where the community comes together to eat, watch student performances and spend time together in a festive setting at school in the winter.

We believe the strong partnership between students, families, school staff, and our surrounding community makes a tremendous, positive difference in our students' lives at El Camino.

# State Priority: Pupil Engagement

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

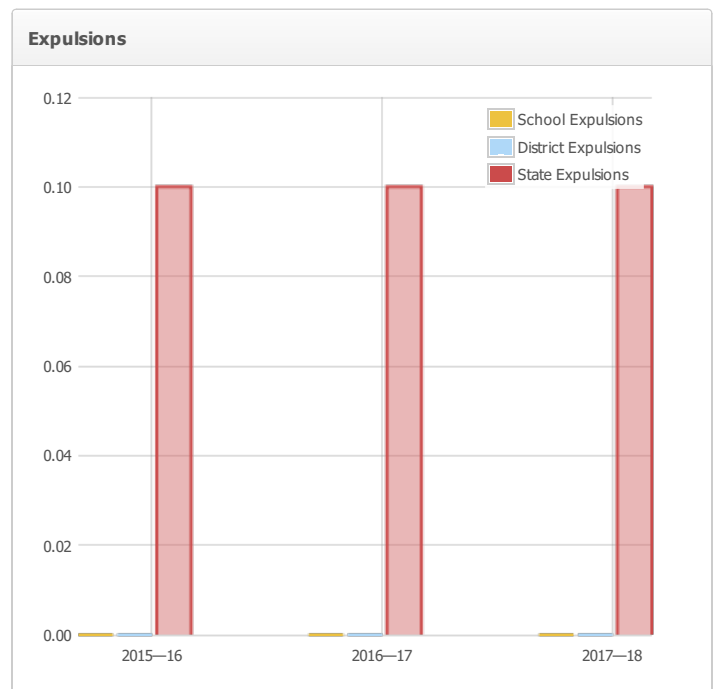
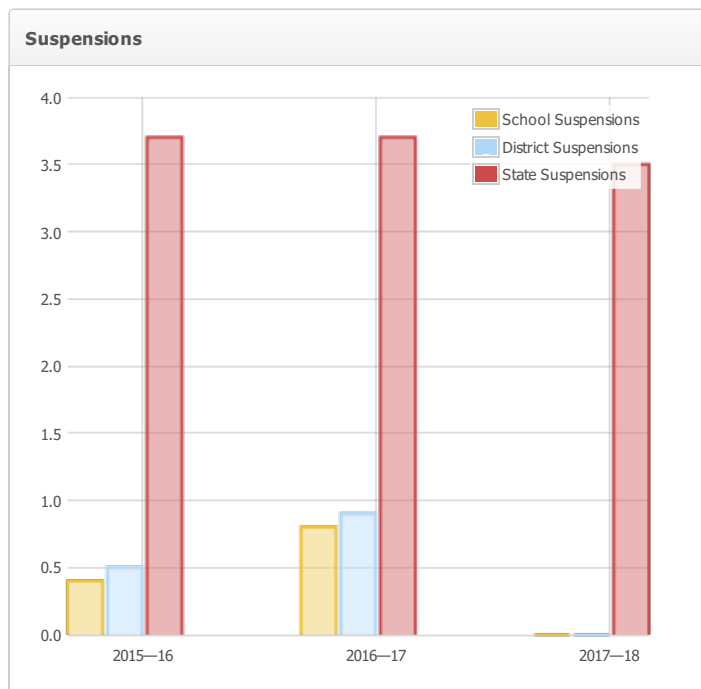
## Suspensions and Expulsions

Suspensions:

School: .043

District: .016

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.4%	0.8%	0.0%	0.5%	0.9%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/21/2018

## School Safety Plan (School Year 2018—19)

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 in-service 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: 12/13/2018*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.0	3		
1	18.0	2		
2	19.0	2		
3	25.0		1	
4	20.0	2		
5	22.0		1	
6	24.0		2	
Other**	2.0	1		

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	3		
1	23.0		1	
2	21.0		2	
3	17.0	2		
4	25.0		1	
5	23.0		1	
6	25.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	2	0	0
1	23.0	1	1	0
2	22.0	2	0	0
3	21.0	2	0	0
4	22.0	2	0	0
5	26.0	0	1	0
6	20.0	2	0	0
Other**		0	0	0

\* 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.

Last updated: 1/11/2019



**Academic Counselors and Other Support Staff (School Year 2017—18)**

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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.3	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: 1/14/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14148.3	\$4755.0	\$9393.4	\$84548.0
District	N/A	N/A	\$9288.7	\$84548.0
Percent Difference – School Site and District	N/A	N/A	1.1%	0.0%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	27.5%	10.6%

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

*Last updated: 1/11/2019*

## Types of Services Funded (Fiscal Year 2017—18)

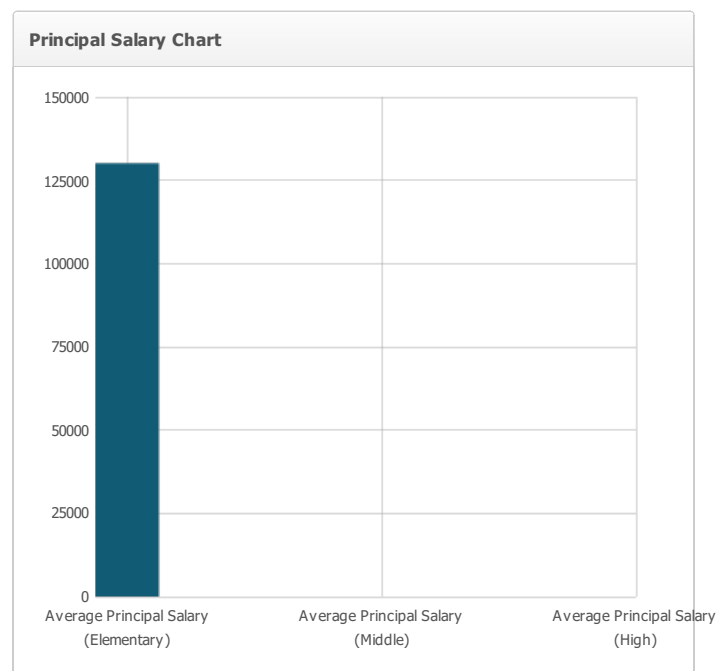
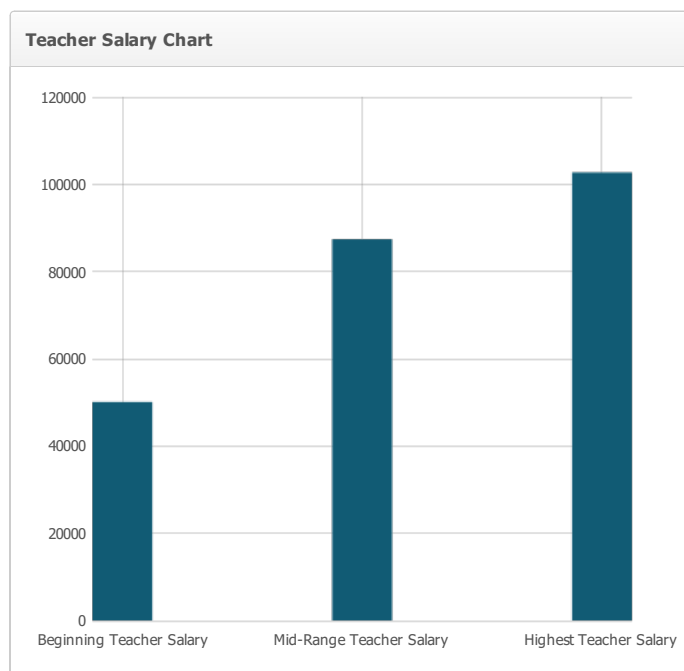
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies,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

Last updated: 1/14/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,105	\$48,064
Mid-Range Teacher Salary	\$87,413	\$75,417
Highest Teacher Salary	\$102,711	\$94,006
Average Principal Salary (Elementary)	\$130,100	\$119,037
Average Principal Salary (Middle)	\$	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$197,302	\$183,692
Percent of Budget for Teacher Salaries	41.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/14/2019

## Professional Development

Goleta Union School District annually provides three full days and two half-days of in-service to certificated staff, professional development during staff meetings, and district-wide release time throughout the year. Teachers are afforded common collaboration 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. Our Curriculum Council and related subcommittees provide formal structures as on-going steering committees.

In 2016-2017, our committee of teachers and administrators recommended adopting Wonders Reading. Consequently, two initial in-service days were devoted to orienting teachers to the new adoption. Our primary means of professional development is the PLC process. We have a trained cadre of teachers and administrators in the DuFour PLC process. In 2016-2017, we embarked on a journey rooted in the Standards for Staff Development (Learning Forward, 2006). We combined the work of Learning Forward with Doug Reeves' Data-Driven Decision Making (2006), DuFours' (2007) PLC philosophy and Victoria Bernhardt's Four Areas (2004) to provide a powerful school improvement process intended to increase the capacity of teacher-administrator teams and to align educator learning with student learning needs. We began our journey by endeavoring to answer the questions 'what do students need to know and be able to do', 'what do

educators need to know and be able to do to ensure student success', and 'what professional development will ensure educators acquire the necessary knowledge and skills?' (NSDC, 2006). Differentiating for adults is as important as differentiating for students. PLCs identify a study group focus with plans that are aligned with our district mission, the LCAP, and school site plans. At the end of the year, PLCs share their learning outcomes with staff members by presenting their study group focus, what they learned along the way, and what they did differently because of their study group.

In 2017-2018, we continued to refine our PLC process as well as our work with team professional practice goals in alignment with school and district goals. Our curriculum council focused on supporting our teachers throughout the district with the implementation of our new English Language Arts' Wonders adoption materials. Additionally, a combined team of administrators and teachers participated in instructional rounds focused on oral language development in their own class or school site.

For the 2018-2019 school year, we have added a principal professional learning community (PLC) that meets monthly to support the needs of their schools. All district teachers and support staff are focused on building their data literacy skills to better support the PLC process. Teams from three school sites will attend a PLC Summit, with other teams planning to attend in subsequent years. The curriculum advisory council is focused on supporting differentiation for all students with the adopted English Language Arts curriculum. An expanded group of teachers and administrators continue to participate in Instructional Rounds to develop their own capacity and focus on students' oral language development. A cohort of teachers are also participating in a Lesson Study to support greater implementation of integrated English language development. Additionally, all teachers are participating in a three-part series of NGSS seminars to support the NGSS curriculum pilot and develop baseline skills prior to an adoption for next year.

*Last updated: 1/14/2019*