Isla Vista 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/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 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.

Lorena Reyes, Principal

📍 Principal, Isla Vista Elementary

About Our School

Welcome to the Isla Vista Elementary School Community! We are proud of the diversity celebrated on our campus with over 26 home languages and cultures represented by our students and their families. Students at Isla Vista School pursue rigorous learning goals with ample support for all types of learners. We are both a California Distinguished School and a Title I Achievement School. Our partnerships with the nearby University of California at Santa Barbara and other local organizations enrich our school experiences with additional expertise and volunteers. We develop the whole child with specialist classes, noon-time clubs and sports, as well as after-school enrichment activities. Families appreciate the robust on-site before and after-school program that serves approximately 200 of our students. Our parents are leaders in supporting our school community with family events, education nights, and camp experiences for our upper grade students. Isla Vista School is a great place to learn and grow!

Sincerely,

Lorena Reyes, Principal

Contact

Isla Vista Elementary
6875 El Colegio Rd.
Goleta, CA 93117-4317

Phone: 805-685-4418
E-mail: lreyes@goleta.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Goleta Union Elementary
Phone Number	(805) 681-1200
Superintendent	Donna Lewis
E-mail Address	dlewis@goleta.k12.ca.us
Web Site	www.goleta.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Isla Vista Elementary
Street	6875 El Colegio Rd.
City, State, Zip	Goleta, Ca, 93117-4317
Phone Number	805-685-4418
Principal	Lorena Reyes, Principal
E-mail Address	lreyes@goleta.k12.ca.us
Web Site	https://www.goleta.k12.ca.us
County-District-School (CDS) Code	42691956045470

Last updated: 12/20/2018

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

Our Mission: Isla Vista School develops future-ready readers, writers, and mathematicians who are ALL prepared for college!

Our mission at Isla Vista School: "Isla Vista School develops future-ready readers, writers, and mathematicians who are ALL prepared for college."

We take pride in the diverse population at our school with over 26 different home languages spoken at in our students' homes.
Our teachers and support staff use baseline, benchmark, and progress monitoring data to work with students and families to se learning goals for all students. Based on students' learning goals, they will participate in rigorous core curriculum and daily intervention or extension support as appropriate. All students participate in daily language development, at their identified level of need. Additionally, our students with more intensive needs may participate in before or afterschool tutoring programs.

Teachers and staff meet regularly to review student progress based on academic progress monitoring and student performance. Modifications to a students' academic or social/emotional program are made promptly should a child demonstrate need for more intensive intervention or be ready for additional challenge. All students not making adequate academic progress are monitored on an intervention plan with SMART goals that is updated each trimester and discussed with the parents for additional input.

Isla Vista School values the whole child, offering opportunities both integrated through the curriculum, as well as through specialist instruction for multi-media, physical education, library, music, and art. Parent education classes and opportunities for participation and leadership are offered in both English and Spanish. Our current school focus is on further supporting students with strong language skills for critical thinking and academic participation, as well as developing students' social and emotional strategies to support self-regulation and positive social interaction.

Last updated: 1/14/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	64
Grade 2	58
Grade 3	64
Grade 4	67
Grade 5	62
Grade 6	59
Total Enrollment	473
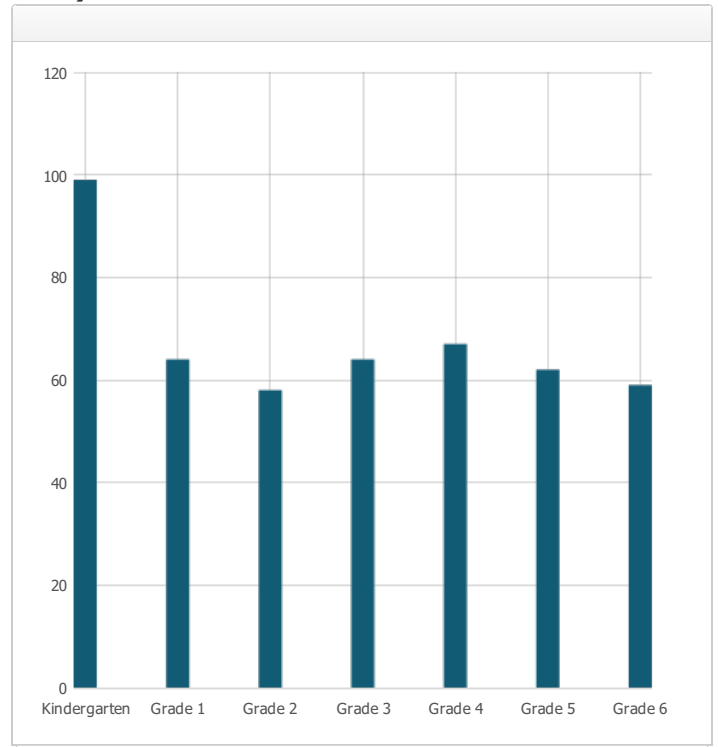
Last updated: 12/20/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.2 %
Asian	13.3 %
Filipino	1.5 %
Hispanic or Latino	52.6 %
Native Hawaiian or Pacific Islander	%
White	24.7 %
Two or More Races	5.1 %
Other	0.9 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.1 %
English Learners	41.0 %
Students with Disabilities	6.3 %
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	24	23	24	165
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
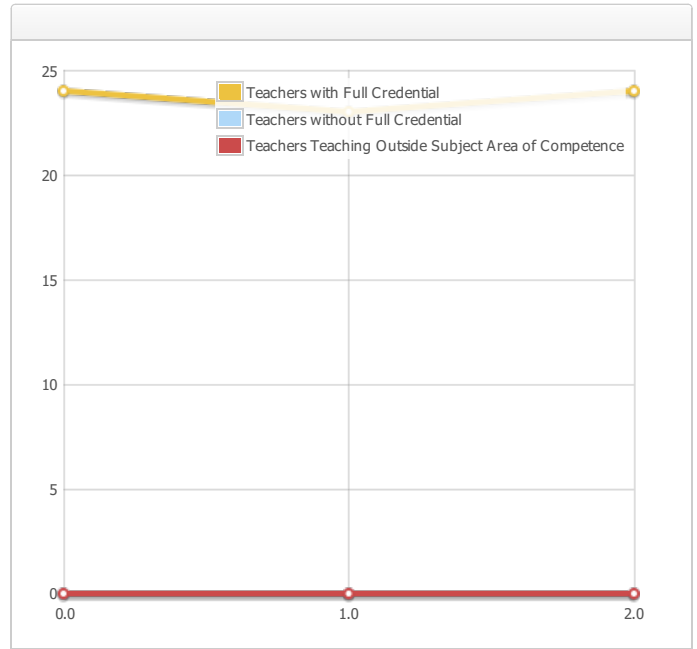
Last updated: 1/2/2019

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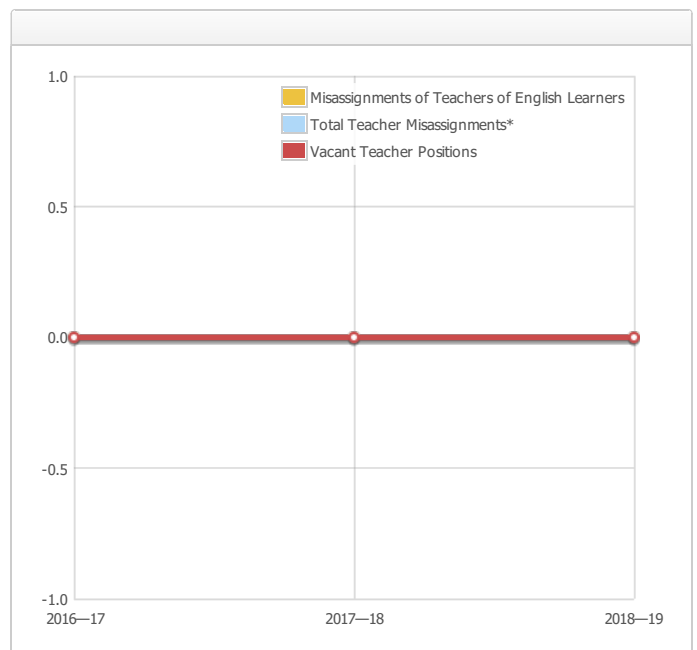
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* 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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 Eqpmt (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

This is the newest school in the district and overall is in good condition. Playground surfaces need to be addressed as the padding is worn down. The play structures have reached the end of their useful lives and will need to be. Roof metal areas need to be painted. All locks should be upgraded and the fire alarm system is in the process of being replaced/upgraded. Some significant work on concrete areas will begin soon as they have started to separate and become uneven and could pose as a trip hazard. Overall, This school site is safe for students, staff, and the community and classrooms are very safe environments for learning.

Last updated: 1/11/2019

School Facility Good Repair Status

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

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Bathrooms needs to be remodeled and upgraded. Sinks are coming off because tile is pulling and falling off walls.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground structure is 20+ years old and needs to be replaced - same problem with the rubber mats/base.

Overall Facility Rate

Year and month of the most recent FIT report: October 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)	59.0%	60.0%	59.0%	62.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	62.0%	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	255	247	96.86%	59.51%
Male	139	133	95.68%	59.40%
Female	116	114	98.28%	59.65%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	27	20	74.07%	85.00%
Filipino	--	--	--	
Hispanic or Latino	147	147	100.00%	41.50%
Native Hawaiian or Pacific Islander				
White	59	59	100.00%	89.83%
Two or More Races	11	11	100.00%	81.82%
Socioeconomically Disadvantaged	134	130	97.01%	37.69%
English Learners	155	147	94.84%	38.78%
Students with Disabilities	26	26	100.00%	7.69%
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	255	253	99.22%	61.66%
Male	139	138	99.28%	63.04%
Female	116	115	99.14%	60.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	27	26	96.30%	84.62%
Filipino	--	--	--	
Hispanic or Latino	147	146	99.32%	45.89%
Native Hawaiian or Pacific Islander				
White	59	59	100.00%	86.44%
Two or More Races	11	11	100.00%	81.82%
Socioeconomically Disadvantaged	134	133	99.25%	45.11%
English Learners	155	153	98.71%	46.41%
Students with Disabilities	26	26	100.00%	11.54%
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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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

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

	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

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	19.0%	20.7%	44.8%

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 and extended family are welcome to volunteer to support our school community.

During the school day, parents are invited to work with their child's teacher to set up regular volunteer times to help during class or specialist classes. Parents are also encouaged to help with field trips, special events, and serve as chaperones on our upper grade camp experiences.

Before or after-school, parents are invited to volunteer in our on-site childcare programs by contacting the directors of those specific programs. Likewise, parents are welcome to come support the after-school enrichment activities by contacting the teachers of those classes directly.

We have several organizations for parents to become involved in at Isla Vista School.

Our PTA (Parent-Teacher-Association) hosts several family events, meetings, and fundraising activities such as the carnival, Parent's Night Out, PTA meetings with guest speakers, and our jog-a-thon. If you are interested in learning more about our PTA, you can contact PTA President Lynnette Nievares at ivptapresident@gmail.com or leave her a message at our school (805) 685-4418.

Our ELAC (English Language Advisory Committee) is a parent leadership group that meets to support parents of children learning English. Our ELAC hosts an annual event in December, called the "convivio" or potluck with shared music, food, crafts, and dancing. At our school, ELAC parents also serve as advocates for our English Language Learner families and do some fundraising to support additional enrichment classes they would like to see offered on site. Currently, our ELAC has funded an after-school enrichment class of Ballet Folklorico. If you are interested in learning more about our ELAC, please contact teacher Cecilia Melendez at our school (805) 685-4418.

Our SSC (School Site Council) is another way for parents to be involved in the leadership of our school. A combination of school staff and parents participate together to build our school plan, which includes annual school goals and budget allocations. Our SSC also monitors our safety plan and student progress. Election for SSC positions are held in September, but the meetings are open to all IV School families. If you are interested in attending a SSC meeting, please contact our school office at (805) 685-4418.

Parents are invited regularly to participate in our school events, which are advertised in our Friday Folders and on our internal communcation system, Parent Square. Starting the year off right, all grades offer a meet and greet the day before school starts for children and their families to meet their new teacher and see their classroom. Parent-teacher conferences are held in November and March. Parent nights for information for special grade level experiences are held for parents to stay informed. An Open House is held annually in April to celebrate student success over the year. Student Success Team meetings, which include parents, are held when a child is not making adequate progress and everyone meets together to discuss possible supports. Parents and family are invited to celebrate for special awards during our student of the month assemblies, but also in our 100th day parade, jog-a-thon, carnival, multi-cultural fair, convio, potlucks, miracle mile run, and kindergarten/sixth grade promotions.

To support all parents to feel comfortable attending events, we arrange translation and childcare as necessary. For anyone interested in further information about volunteering at our school, please contact the office at (805) 685-4418.

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
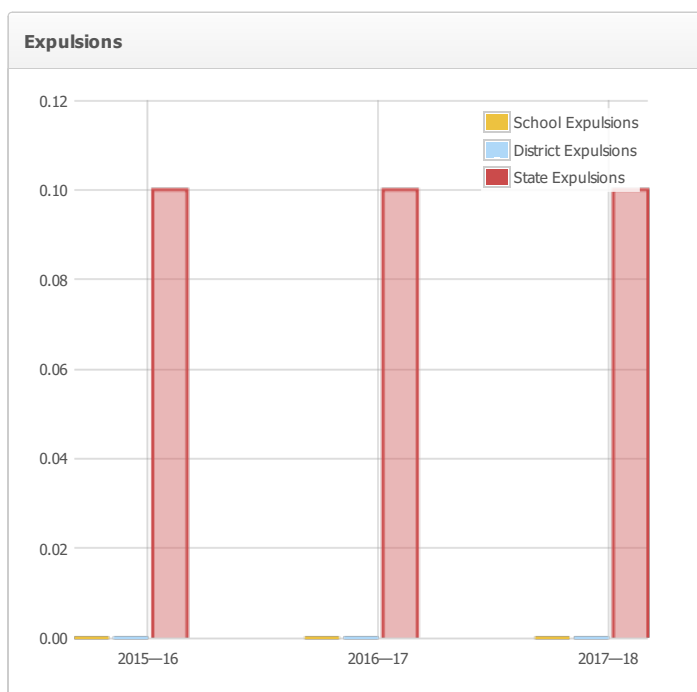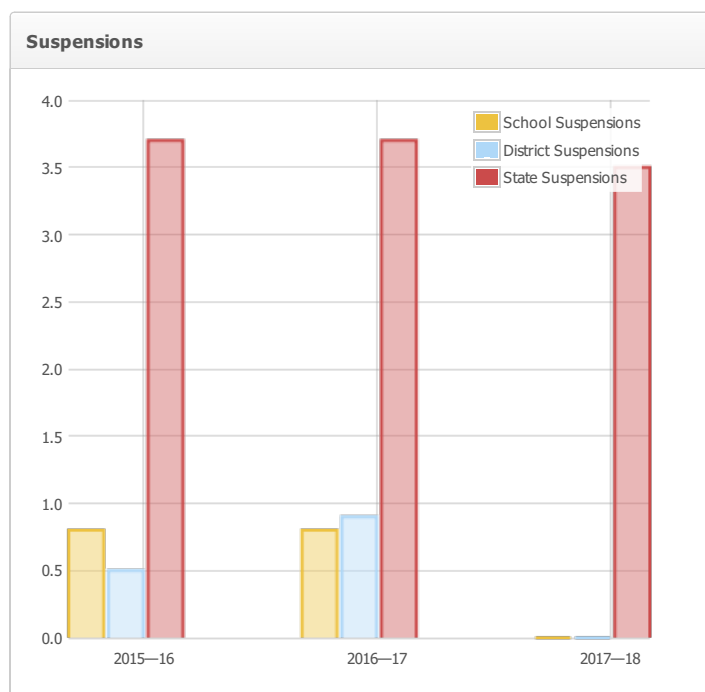- Other local measures on the sense of safety

Suspensions and Expulsions

Suspensions:

School: .002

District: .016

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.8%	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	21.0	1	3	
1	16.0	4		
2	20.0	2	1	
3	19.0	3		
4	18.0	3		
5	17.0	1	3	
6	24.0		3	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	5	1	
1	21.0		2	
2	20.0	2	1	
3	20.0	1	2	
4	19.0	3		
5	18.0	3		
6	21.0	2	1	
Other**	21.0		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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	4	1	0
1	16.0	4	0	0
2	19.0	3	0	0
3	21.0	1	2	0
4	22.0	0	3	0
5	31.0	0	2	0
6	20.0	3	0	0
Other**	0.0	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)	1.5	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	$13940.7	$4678.8	$9261.9	$84548.0
District	N/A	N/A	$9288.7	$84548.0
Percent Difference – School Site and District	N/A	N/A	-0.3%	0.0%
State	N/A	N/A	$6574.0	$76046.0
Percent Difference – School Site and State	N/A	N/A	26.1%	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/ .

Teacher Salary Chart

Principal Salary Chart
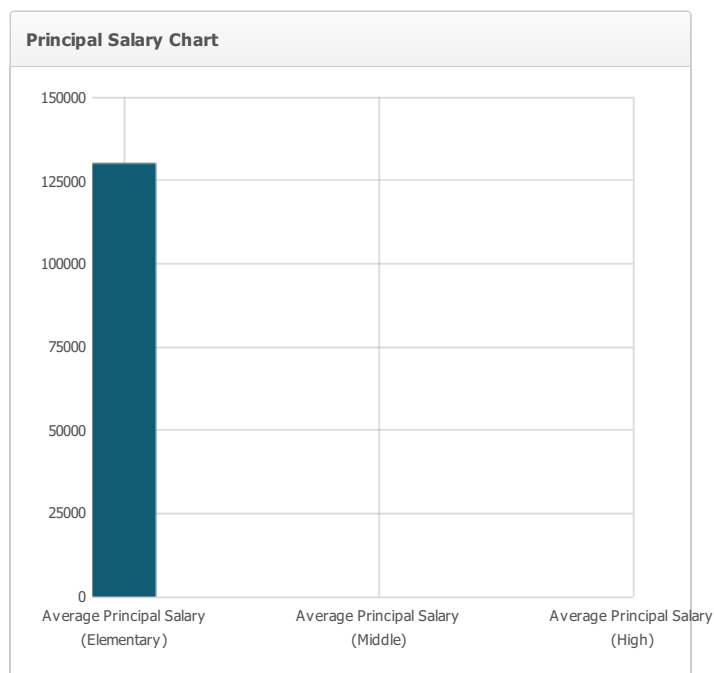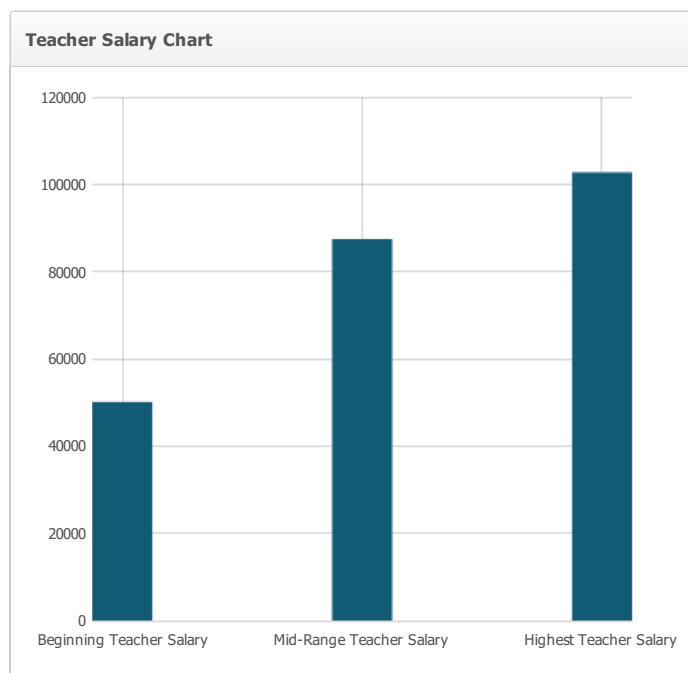
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Professional Development

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.

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