

Kellogg Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Kellogg Elementary School
Street	475 Cambridge Dr.
City, State, Zip	Goleta, CA 93117-2141
Phone Number	805-681-1277
Principal	Regina Davis
Email Address	rdavis@gusd.us
School Website	https://www.gusd.us/kellogg
County-District-School (CDS) Code	42691956045488

2023-24 District Contact Information

District Name	Goleta Union School District
Phone Number	(805) 681-1200
Superintendent	Dr. Diana Galindo-Roybal
Email Address	droybal@gusd.us
District Website	https://www.gusd.us/

2023-24 School Description and Mission Statement

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.

As one of four intensive special education district programs, our site provides students with autism a program that supports students both academically and behaviorally with a knowledgeable teaching and support staff. In addition, district wide training on differentiation strategies in grades K-6 has provided staff with the ability to better meet our students' needs. The use of the Second Step Socio-Emotional curriculum district-wide has helped teachers teach important lessons, such as empathy, respectful listening, conflict resolution, emotion management to our students. Teamed with the district's commitment to providing on-going professional development of Professional Learning Communities (PLCs) and the use of data teams and data analysis to ensure progress monitoring of student performance, our Kellogg community provides an optimal learning environment for students and staff.

School Description and Mission/Vision Statement

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

2023-24 School Description and Mission Statement

unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

Kellogg's Mission Statement:

It is our mission at Kellogg School to ensure equitable access and high levels of progress in an inclusive, enriching, and positive atmosphere, so that each student will be socially and academically prepared for a diverse and dynamic world.

Kellogg's Vision Statement:

Equitable Access, Inclusive Learning Environment, Academic Readiness

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 differentiated instruction with a focus on refining Professional Learning Communities (PLCs) practices. Every GUSD school offers programs in STEAM, art, Library, and physical education. 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:

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	46
Grade 2	46
Grade 3	45
Grade 4	71
Grade 5	54
Grade 6	64
Total Enrollment	409

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	56%
Asian	9.3%
Hispanic or Latino	34.2%
Two or More Races	7.1%
White	47.4%
English Learners	14.2%
Homeless	0.5%
Socioeconomically Disadvantaged	22%
Students with Disabilities	17.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	95.45	179.60	95.23	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.55	1.00	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.00	2.12	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.53	12115.80	4.41
Unknown	0.00	0.00	3.00	1.59	18854.30	6.86
Total Teaching Positions	22.00	100.00	188.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	95.83	194.00	96.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.50	11953.10	4.28
Unknown	1.00	4.17	4.00	1.99	15831.90	5.67
Total Teaching Positions	24.00	100.00	201.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	3.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook sufficiency was approved at the September 13, 2023, Board meeting ensuring all students had access to appropriate textbooks and instructional materials. Goleta Union will be moving to pilot a social studies curriculum adopted by the State Board of Education within the coming years. Additionally, the Second Step social-emotional curriculum is used grades TK through sixth.

Year and month in which the data were collected December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw-Hill, Reading Wonders (K - 6), 2016 McGraw-Hill, WonderWorks (Intervention), 2016	Yes	0.0%
Mathematics	Math Learning Center, Bridges (K - 5), 2015 College Preparatory Math (CPM), Core Connections I (6th), 2015	Yes	0.0%
Science	Amplify Education, Amplify Science, (K-6), 2019	Yes	0.0%
History-Social Science	Harcourt School Publishers, Reflections (K - 6), 2007	No	0.0%

School Facility Conditions and Planned Improvements

Overall site is in moderate condition as the facilities are beginning to show age. Significant capital improvements will need to be made soon. Asphalt needs attention and will need to be maintained and/or replaced this year. The fire alarm system is in the process of being updated. Restoration/fixing of all play areas on site is needed. The site needs new carpet and many of the doors are showing wear and need to be replaced. We have replaced heat pumps and heater units. Site also needs to be painted. Overall, this school site is safe for students, staff, and the community and classrooms are very safe environments for learning.

Year and month of the most recent FIT report

10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC replacement scheduled Summer 2026
Interior: Interior Surfaces	X			Good showing signs of aging
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Good. Some gophers in fields
Electrical	X			Operational and up to code
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good
Safety: Fire Safety, Hazardous Materials	X			No issues
Structural: Structural Damage, Roofs	X			Roofs scheduled for replacement Summer 2026
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Play structure scheduled for replacement Summer 2024. Asphalt scheduled for replacement Summer 2025

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	69	63	65	47	46
Mathematics (grades 3-8 and 11)	67	66	56	56	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	229	98.71	1.29	69.00
Female	115	115	100.00	0.00	79.13
Male	117	114	97.44	2.56	58.77
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	71.43
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	84	84	100.00	0.00	44.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	76.47
White	109	107	98.17	1.83	86.92
English Learners	26	26	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	25.64

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	228	98.28	1.72	65.79
Female	115	114	99.13	0.87	70.18
Male	117	114	97.44	2.56	61.40
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	85.71
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	84	84	100.00	0.00	45.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	76.47
White	109	106	97.25	2.75	76.42
English Learners	26	26	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	38.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	30.77

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.08	58.00	52.57	53.74	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	54	98.18	1.82	57.41
Female	25	25	100.00	0.00	56.00
Male	30	29	96.67	3.33	58.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	68.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	28.57

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	100%	100%	100%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are partners in the education of our students. Parents are encouraged to be involved as members of the Parent-Teacher Association (PTA), school or classroom volunteers, or as representatives to school governance organizations such as Kellogg School Site Council (KSSC), the English Learner Advisory Committee (ELAC) /District English Learner Advisory Committee (DELAC), District Gifted Education Services Committee, District Wellness Committee, District Safety Committee or District Advisory Council (DAC). Meetings occur regularly over the course of the year with members receiving meeting date reminders regularly. 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 through an online communication tool. The principal provides weekly updates with upcoming events via the online tool. The school also has a message board that is updated regularly.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	418	52	12.4
Female	185	182	19	10.4
Male	237	236	33	14.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	39	39	4	10.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	145	145	21	14.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	3	10.3
White	200	196	22	11.2
English Learners	67	67	10	14.9
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	111	111	27	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	83	21	25.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.25	0.00	0.00	0.08	0.06	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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, last updated 10/2023. Periodically, a staff in-service is held for members to review the Standard Response Protocol (SRP) and 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 and carry walkie-talkies for communication with one another and the office. School policies regarding behavior are reviewed with students and staff regularly. Policies are sent home to parents annually and clearly stated in our Kellogg Parent Handbook. 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

2023-24 School Safety Plan

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.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	17	2		
2	15	4		
3	34		1	1
4	20	2	1	
5	17	3		
6	20	3		
Other	9	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	1	
1	14	3		
2	15	3		
3	21	3	1	
4	17	3		
5	21		3	
6	15	4		
Other	9	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21,729	9,384	12,944	92,587
District	N/A	N/A	12,744	\$98,287
Percent Difference - School Site and District	N/A	N/A	1.6	-4.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	65.0	9.0

Fiscal Year 2022-23 Types of Services Funded

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 additional support staff, instructional supplies, and translation/interpretation of school newsletters and meetings.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,117	\$54,046
Mid-Range Teacher Salary	\$99,645	\$84,515
Highest Teacher Salary	\$117,085	\$110,867
Average Principal Salary (Elementary)	\$147,003	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,300	\$217,473
Percent of Budget for Teacher Salaries	34.49%	32.43%
Percent of Budget for Administrative Salaries	3.94%	5.62%

Professional Development

Goleta Union School District annually provides four full days and two half-days of in-service to certificated staff. Professional development is also conducted during staff meetings, and district-wide after-school meetings or 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 Advisory Council and other district committees or work groups provide formal structures as on-going steering committees or for the development of district-wide resources.

The focus of professional development is selected to support the district's Strategic Plan and LCAP goals, as well as the implementation of standards through the use of adopted core and supplemental curriculum. The district continues to value staff input regarding student performance and collaborative practices through professional learning communities. Included in this work is the review of progress toward learning targets, the use and analysis of benchmark summative and common formative assessments, and the ongoing update and development of units of study. Professional learning teams work collaboratively to improve site-based systems for monitoring and responding to student progress. Anti-bias training to develop the awareness of diversity, equity, and inclusion are also offered annually at the beginning of the school year. Specific professional development to support English language development and Positive Behavior Intervention and Support is provided through training and job-embedded coaching. Principals support their teacher teams with the implementation of best practices through feedback after observations, conversation and consultation during grade-level team meetings, and during staff meetings focused on staff development. Teachers on special assignment and district committee representatives also provide support through consultation and resources.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5