Ellwood School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Ellwood School
Street	7686 Hollister Ave
City, State, Zip	Goleta, CA, 93117-2439
Phone Number	805-571-3774
Principal	Ned Schoenwetter
Email Address	ned@gusd.us
School Website	https://www.gusd.us/ellwood
Grade Span	P-6
County-District-School (CDS) Code	42691956045421

2025-26 District Contact Information

District Name	Goleta Union School District
Phone Number	(805) 681-1200
Superintendent	Dr. Mary Kahn
Email Address	mkahn@gusd.us
District Website	https://www.gusd.us/

2025-26 School Description and Mission Statement

Ellwood School is one of nine schools in the Goleta Union School District, and one of the oldest, dating back to its days as a one room school house in the 1930's. Over the years, multiple additions have added to the size and capacity of the school. We now serve approximately 320 students from preschool through grade six. Our beautiful campus is unique as it resides across from the Ellwood Bluffs, the monarch butterfly preserve and the Pacific Ocean. Our staff make sure to teach students about our school's unique location and environment as part of their coursework.

Our academic program is rigorous, yet we take time to meet the social and emotional needs of our students as well. Our staff follows the tenants of the Professional Learning Community. We believe that by working together we are stronger. We use data to analyze student needs and guide us in improving our instruction and student learning.

A vital part of Ellwood School is our strong parent and community involvement. Parents are involved in all aspects of our school and have strong ties to the community.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	34
Grade 2	38
Grade 3	43
Grade 4	41
Grade 5	44
Grade 6	50
Total Enrollment	303

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.5
Non-Binary	0.3
Asian	4.3
Black or African American	0.3
Filipino	2.3
Hispanic or Latino	53.1
Two or More Races	6.3
White	32.3
English Learners	18.8
Homeless	3
Socioeconomically Disadvantaged	44.9
Students with Disabilities	11.9

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.

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)	19	95	194	96.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5	2	0.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.5	11953.1	4.28
Unknown/Incomplete/NA	0	0	4	1.99	15831.9	5.67
Total Teaching Positions	20	100	201	100	279044.8	100

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.

2022-23 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)	18.5	100	177	98.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.56	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	1	0.56	14303.8	5.15
Total Teaching Positions	18.5	100	179	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16	94.12	168	99.41	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1	5.88	1	0.59	13705.8	4.91
Total Teaching Positions	17	100	169	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook sufficiency was approved at the October 8, 2025 at the Board meeting ensuring all students had access to appropriate textbooks and instructional materials. Curriculum is listed below. The most recent adoption by Goleta Union was Teachers' Curriculum Institute (TCI) as the new social studies program for grades K-6 in the spring of 2024. Additionally, the Second Step social-emotional curriculum is used in grades TK through sixth and SPARK Physical Education Curriculum is used in grades 1-6.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Reading Wonders (K - 6), 2016 McGraw-Hill, World of Wonders (Pre-K), 2016 McGraw-Hill, WonderWorks (Intervention), 2016	0.0 %
Mathematics	Math Learning Center, Bridges (TK - 5), 2015 College Preparatory Math (CPM), Core Connections I (6th), 2015	0.0 %
Science	Amplify Education, Amplify Science (K-6), 2019	0.0 %
History-Social Science	Teachers' Curriculum Institute (TCI), (K-6), 2024	0.0 %
Foreign Language		0.0 %
Health		0.0 %
Visual and Performing Arts		0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Overall site is in good condition. Roof structures and all campus HVAC systems were replaced in the summer of 2023. The school also received all new classroom furniture during the Summer of 2024. The big playground asphalt was replaced over the Summer 2025. The Kinder playground will require some expensive work to mitigate slope before the asphalt and playground equipment can be replaced. This project will include new bathrooms for the preschool, TK and K students and is planned to be

School Facility Conditions and Planned Improvements

started Summer 2026. The entire site needs to be painted as degradation from the ocean air has been an issue. Overall, the site is kept clean and is safe for students, staff, and the community and the classrooms are very safe environments.

Year and month of the most recent FIT report	12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All HVAC replaced Summer 2023
Interior: Interior Surfaces		X		Good condition shows signs of aging.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Ants continue to be a problem. Efforts continue to mitigate the impact of the ants on campus.
Electrical	X			Operational and up to code
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All operational and in Good condition but shows signs of aging.
Safety: Fire Safety, Hazardous Materials	X			No issues all up to date.
Structural: Structural Damage, Roofs	X			Painting needed under walkways. Roofs replaced Summer 2023
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Gophers continue to be a problem. Main playground equipment and rubber matting fall surface was replaced January 2025. Asphalt in parking lot and main playground completed 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	54	64	62	47	48
Mathematics (grades 3-8 and 11)	48	42	53	54	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	176	98.88	1.12	53.98
Female	86	86	100.00	0.00	61.63
Male	91	89	97.80	2.20	46.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	95	98.96	1.04	41.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	59	59	100.00	0.00	71.19
English Learners	30	28	93.33	6.67	10.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100.00	0.00	26.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	178	100.00	0.00	41.57
Female	86	86	100.00	0.00	39.53
Male	91	91	100.00	0.00	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	96	100.00	0.00	26.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	59	59	100.00	0.00	62.71
English Learners	30	30	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100.00	0.00	20.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.17	46.51	50.1	50.78	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00	0.00	46.51
Female	20	20	100.00	0.00	50.00
Male	23	23	100.00	0.00	43.48
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	24	24	100.00	0.00	45.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	53.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100%	100%	100%	100%	100%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to participate in all aspects of school at Ellwood School. On Wednesdays, parents are invited to have lunch with their children at school. We have a strong PTA organization that helps the school in many ways, including providing educational and cultural learning experiences for our students, providing support for teachers and school programs, providing community events, providing financial assistance for school programs. Parents can contact our school PTA at ellwoodpta@gmail.com.

Parents also serve on multiple school committees including our School Site Council and our English Learner Advisory Committee. Information on joining these groups can be done through the school office or the principal, Ned Schoenwetter at nschoenwetter@gusd.us.

Parents are also encouraged to volunteer in classrooms at Ellwood School. Please contact your child's teacher to find out how you can help.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	314	44	14.0
Female	147	142	20	14.1
Male	172	171	24	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	171	35	20.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	1	5.3
White	104	103	8	7.8
English Learners	64	62	9	14.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	166	163	34	20.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	48	12	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.28	0.29	0.94	0.42	0.71	0.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.00	0.00
Male	1.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. The Safety Plan will be approved by the board in February 2026.
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 are under video surveillance and are closed at dusk. Fencing, video cameras 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. Our 2024-2025 Comprehensive School Safety Plan was reviewed and updated by our School Site Council during the fall and approved on November 5, 2025. Staff roles were reviewed on September 18, 2025 and will be reviewed again in the spring. The plan is on file in the school office. The comprehensive safety plan is based on the Standards Response Protocol. Emergency preparedness drills are conducted monthly to ensure students and staff safety in the event of fire, earthquake, or other disasters. The plan includes safety routines and procedures outlined in the Standard Response Protocol.

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 posted on our website annually for parents. 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 or sticker. Visitor and volunteer badges/stickers are obtainable in the school office. The staff reminds any visitor without a badge/sticker 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.

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
K	20	1	2	0
1	17	3	0	0
2	17	2	0	0
3	17	3	0	0
4	24	0	2	0
5	21	0	2	0
6	23	0	2	0
Other	5	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0
1	20	2	0	0
2	22	0	2	0
3	14	1	1	0
4	25	0	2	0
5	24	0	2	0
6	15	1	2	0
Other	21	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	2		
2	19	2		
3	22		2	
4	19	2		
5	22		2	
6	25		2	
Other	3	2		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$21,734	6,941	14,792	126,508
District	N/A	N/A	14,833	$107,457
Percent Difference - School Site and District	N/A	N/A	-0.3	16.3
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	28.1	23.3

Fiscal Year 2024-25 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. Additionally, the District budget funds robust Arts and Gardening Curriculum!

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$61,172	$61,516
Mid-Range Teacher Salary	$106,720	$95,479
Highest Teacher Salary	$125,398	$125,208
Average Principal Salary (Elementary)	$157,862	$152,668
Average Principal Salary (Middle)		$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$227,115	$242,781
Percent of Budget for Teacher Salaries	31.97%	29.76%
Percent of Budget for Administrative Salaries	4.67%	5.74%

Professional Development

Goleta Union School District annually provides three full days, two half-days, and four ninety minute sessions 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. Additionally, this year focus on Mathematics Fluency, "The Big Ideas", and PLC reboot were added this year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5