Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ope/sarc/data.htm. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at http://www.cde.ca.gov/demographics/glossary.

School Information		District Information	
School Name	Isla Vista Elementary	**District Name**	Goleta Union Elementary
Principal	Lisa Maglione	**Superintendent**	Ida Rickborn
Street	6875 El Colegio Road	**Street**	401 N. Fairview Ave.
City, State, Zip	Goleta, CA 93117-4317	**City, State, Zip**	Goleta, CA 93117-1732
Phone	805 681 1274	**Phone Number**	805 681 1200
FAX Number	805 968 4418	**FAX Number**	805 681 1258
Web Site	www.islavista.goleta.k12.ca.us	**Web Site**	www.goleta.k12.ca.us
E-mail	lmaglione@goleta.k12.ca.us	**E-mail**	irickborn@goleta.k12.ca.us
CDS Code	42-69195-6045470	**SARC Contact**	Daniel Cooperman

School Description and Mission Statement

Isla Vista School is located on a 13-acre site that houses 28 classrooms, an ESL lab, a reading lab, a computer lab, a video broadcasting studio, a GATE/enrichment center, a theatrically-designed multitoreum and Special Services rooms for speech, resource, and counseling. In 1999 the school was completely rebuilt from the ground up. It has since been awarded the Goleta Beautiful Award as well as the 2001 Savings By Design Energy Efficiency Integration Award. Isla Vista School serves Isla Vista community which includes apartments, duplexes, and single residences, as well as those children who live in the housing complexes just outside of Isla Vista: University Village, Storke Ranch, and Pacific Glen. Consequently, the school population of about 580 is a cross-section of socio-economic levels and cultural backgrounds. There are 14 different languages spoken in the school, and 58% of the children who attend Isla Vista School speak a language other than English. Approximately 63% of the students at Isla Vista School qualify for the free/reduced lunch program, placing them at or below the poverty level as defined by the federal government. The student population has changed a good deal since 1985. At that time, a number of Hmong, Lao, and Vietnamese refugees of the Vietnam War attended the school. Since that time the Hmong and Lao student population has declined and the Latino population has increased. The Latino population is now the largest ethnic group comprising about 65% of the total population. The blend of students provides a rich school environment. We are very proud of the multi-ethnic composition of the school. We feel that children benefit from this multicultural environment.

Opportunities for Parental Involvement

| Contact Person Name | Lisa Maglione | Contact Person Phone Number | 805 685-4418 |

Parents are partners in the education of our students. Parents can be involved as members of the Parent-Teacher Association, as school or classroom volunteers, or as representatives to school governance organizations such as School Site Council, the English Learner Advisory Committee, or District Advisory Council.

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

Materials such as school newsletters, classroom newsletters, and general announcements that provide parents/guardians with information about their school are sent home on a regular basis.

I. Demographic Information

Student Enrollment, by Grade Level—2002/2003

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	95
Grade 1	71
Grade 2	90
Grade 3	72
Grade 4	74
Grade 5	76
Grade 6	64
Ungraded Elementary	0
Total Enrollment	542

Student Enrollment, by Ethnic Group—2002/2003

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	12	2.2	Hispanic or Latino	351	64.8
American Indian or Alaska Native	7	1.3	Pacific Islander	1	0.2
Asian	34	6.3	White (Not Hispanic)	135	24.9
Filipino	2	0.4	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Security

The school posts required public signs to communicate rules prohibiting smoking, skateboarding, horses, 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.

Vandalism

Between July of 2002 and June of 2003, Isla Vista School reported three incidents of school vandalism at a total cost of $470. Districtwide, 30 vandalism incidents were reported for the same time period, resulting in damage costing $5727.

Emergency Preparedness

Isla Vista updates its emergency plan annually. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to provide for students and staff safety in the event of fire, earthquake, or other disaster. Schools also conduct annual lockdown drills. These drills prepare for emergency conditions requiring children to be inside locked classrooms.

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 lunch time to ensure a safe environment for students.

Badge Identification System for Employees, Volunteers, and Visitors

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.

School Programs and Practices that Promote a Positive Learning Environment

Board Policy 4500, Student Conduct and Discipline, describes district expectations for students: "The Goleta Union School District shall expect students to behave in a socially acceptable manner in relation to the instructional program and school-sponsored activities. The staff will be responsible to enforce adopted rules and procedures on school discipline. The Board of Trustees does not permit corporal punishment of pupils."

Isla Vista School has rules, procedures, and standards of conduct for students. The school handbook, sent home annually, contains these guidelines.

Some behaviors, such as a "code of silence", inhibit students from alerting authorities to potentially dangerous situations on campus. Isla Vista focuses upon developing a sense of community that alleviates such inappropriate conduct.

Education Code 48900 permits suspension and/or expulsion for certain offenses. These offenses are listed in the school's written discipline plan.

Suspensions and Expulsions
Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in

a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	**2002**	**2003**	**2001**	**2002**	**2003**
Number of Suspensions	0	18	12	44	55	61
Rate of Suspensions	0%	3%	2.2%	1%	1.2%	1.5%
Number of Expulsions	—	—	—	—	—	—
Rate of Expulsions	—	—	—	—	—	—

School Facilities

Adequacy of School Facilities

Isla Vista School has sufficient space to house its classrooms, mandated special programs, and site-developed programs. The school recently completed construction of 5 new permanent classrooms that will match the block design of the existing buildings.

All existing permanent classrooms have been renovated and modernized which included building infrastructure. Infrastructure projects included installation of new electrical, plumbing and gas utilities. new carpets, paint, flooring, wall fixtures, counters, white boards, and sinks were among the modernization projects.

School Cleanliness

Isla Vista School has a day custodian and a night custodian. The two custodians are responsible for general cleaning and upkeep of the site, classrooms, offices, walkways, and restrooms.

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

District grounds keepers work at Isla Vista School every other week for three and one-half hours. They perform general gardening duties necessary to maintain a safe and attractive school site.

Students take pride in their school and are encouraged to pick up trash and recycle as part of the school's character education program.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	21	24	28	47	47	49	30	32	35
Not Tested	12	15	3	4	9	2	6	8	1
Mathematics									
Proficient or Advanced		28	34		49	51		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced								30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced								28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced			68		10		64
Not Tested			0		4		0
Mathematics							
Proficient or Advanced			74		17		70
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at http://star.cde.ca.gov/.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	29	27	8	14	59	3	31	
Not Tested	3	3	4	4	1	18	1	
Mathematics								
Proficient or Advanced	38	29	17	22	60	3	37	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of

Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	33	35	36	65	65	53	44	45	43
Mathematics	39	47	41	68	70	62	53	55	50

NRT - Racial/Ethnic Groups
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			63		19		76
Mathematics			68		28		72

NRT - Subgroups
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	36	35	13	21	67	3	39	
Mathematics	44	39	24	31	65	8	45	

Local Assessment
Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K	82	84	86	78	88	83	90	89	77
1	84	98	86	82	97	81	88	96	89
2	69	92	84	65	83	86	72	93	94
3	72	88	82	73	87	72	59	93	78
4	75	92	75	67	89	75	71	85	76
5	71	94	85	49	90	76	53	81	64
6	73	91	84	69	84	78	66	87	67

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/statetests/pe/pe.html. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	35.1	28.6	41.0	42.4	45.8	39.4	23.1	24.5	21.7

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the

academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/psaa/api/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	**2001**	**2002**		**From 2000 to 2001**	**From 2001 to 2002**	**From 2002 to 2003**
Percent Tested	100	100	100	**Percent Tested**	100	100	99
API Base Score	575	564	629	**API Growth Score**	555	608	667
Growth Target	11	12	9	**Actual Growth**	-20	44	38
Statewide Rank	3	2	3				
Similar Schools Rank	3	2	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	**2001**	**2002**		**From 2000 to 2001**	**From 2001 to 2002**	**From 2002 to 2003**
Hispanic or Latino				Hispanic or Latino			
API Base Score	467	457	532	**API Growth Score**	444	501	579
Growth Target	9	10	7	**Actual Growth**	-23	44	47
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	837	842	855	**API Growth Score**	852	867	859
Growth Target	#	A	A	**Actual Growth**	15	25	4

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	**2001**	**2002**		**From 2000 to 2001**	**From 2001 to 2002**	**From 2002 to 2003**
API Base Score	503	478	550	**API Growth Score**	466	522	594
Growth Target	9	10	7	**Actual Growth**	-37	44	44

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.
The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	**2001**	**2002**	**2003**	**Federal Programs**	**2001**	**2002**	**2003**
Recognition for Achievement (Title 1)	No	No	No	**Number of Schools Identified for Program Improvement**	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	**Percent of Schools Identified for Program Improvement**	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	**2001**	**2002**	**2003**				
Eligible for Governor's Performance Award	No	Yes	N/A				
Eligible for II/USP	Yes	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp/ or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	No	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.60	5			17.50	4			19.00	5		
1	19.50	3	1		17.00	4			18.25	4		
2	18.75	4			19.25	4			19.80	5		
3	18.50	4			18.80	5			19.33	3		
4	26.50		2		30.50		2		29.00		2	
5	28.00		2		30.00		2		27.50		2	
6	26.00		1		28.67		3		26.50		2	
K-3	20.00	1			19.00	2			20.00	1		
3-4	19.00	1							19.00	2		
4-8	28.00		2		29.00		1		25.00		1	
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

V. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	29	30	30
Teachers with Full Credential (full credential and teaching in subject area)	29	30	30
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Teacher Evaluations

Principals evaluate teachers. District office administrators evaluate teachers that are assigned to more than one site. Evaluation criteria include:

1. Pupil Progress

2. Instructional Technique

3. Curricular Adherence

4. Learning Environment

5. Performance of Job Responsibilities and Extra Duties

Teachers with permanent status are evaluated at least once every two years; all others are evaluated annually.

The Board of Trustees certifies that administrators are competent evaluators based upon specific standards which include:

Educational Degrees Held

Professional Knowledge

Experience

Credentials Held

Substitute Teachers

The district maintains a list of substitute teachers with teaching credentials. These teachers are sufficient to meet district needs; no shortage has been reported for the current school year. In spring, student teachers with emergency credentials also are permitted to substitute in their cooperating teacher's classroom.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	.8
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	
Other	

VI. Curriculum and Instruction

School Instruction and Leadership

Isla Vista School strives for:
- o academic grade-level standards that meet or exceed State expectations
- o an emphasis on improved instruction through regular classroom observations & feedback
- o shared decision-making when appropriate
- o leadership opportunities for teachers, including school and district committees
- o monthly faculty and grade level meetings
- o monthly SSC meetings
- o monthly ELAC and Latino Parent Night
- o monthly PTA meetings
- o principal accessibility to parents and staff
- o fair and consistent student discipline
- o emphasis upon building self-esteem and social responsibility
- o heterogeneous class placement of students
- o frequent communication with parents
- o parent leadership training
- o outreach and collaboration with the school community

Parents and staff are informed of their right to equitable treatment without bias due to gender, ethnicity, or disability through notices of district policy to staff and letters sent home for parent signature at the beginning of each school year.

Professional Development

The district provides inservice to certificated staff through three days of professional development. In the 2003-2004 school year, these days focused upon instructional strategies to meet the varied learning needs of students, teaching English to children learning English-as-a-second language, promoting positive learning environments and standards-based instruction of science. Additional activities include training in the use of the English-Language Arts curriculum for the primary grades, grade-level discussions on the implementation of a standards-based mathematics program, and opportunities for teachers to visit other classroom to observe instructional strategies.

Other inservice opportunities are provided at each school. These trainings include the use of educational technology, assessment methods, and the instruction of reading comprehension, phonemic awareness and phonics.

The County Education Office (CEO) supplements professional development opportunities. Each year, the CEO distributes a catalog of workshops conducted by teachers and professional speakers. These workshops include topics as varied as data-driven instruction, meeting the needs of English Learners, and inclusion of children with special needs within the mainstream classroom.

Professional development also includes methods to teach acceptance and mutual respect among staff and students for their unique attributes. These include ethnic and cultural background, social expectations, health concerns, and life experiences. Staff development also addresses issues of identity, self-esteem, emotional development, anger management, student responsibility, social expectations, decision-making, career choices, goal setting, effective communications, and effective relationships.

Including the 2003-2004 school year, the district has provided nine total days of staff development since 2001-2002.

Quality and Currency of Textbooks and Other Instructional Materials

The State Board of Education adopts instructional materials that meet specific quality standards. When new core instructional materials are to be considered by the district, a committee of teachers, parents, and administrators is convened to review state-adopted instructional materials and make a recommendation for adoption to the Board of Trustees. Current needs are evaluated and committee members are trained to ensure that recommendations are the result of informed decisions.

When appropriate, materials may be tried on a pilot basis before a recommendation is made. If specific materials are to be piloted in classrooms, the committee establishes a process suited to the curriculum and instructional sequence. The committee spends considerable time in selecting the best possible materials to recommend for students in Goleta schools.

District-Adopted Textbooks

Isla Vista uses the following district-adopted textbooks as major instructional materials:

English-Language Arts

Grades K-3: Open Court Reading; adopted Spring, 2002 (SRA/McGraw Hill)

Grades 4-6: A Legacy of Reading; adopted Spring, 2002 (Houghton-Mifflin)

Core Literature Selections, K-6; adopted Spring 1993 (Publishers Vary)

Mathematics

Grades K-6: California Mathematics; adopted Spring, 2001 (Scott-Foresman)

Grades 5-6: Mathematics Applications and Connections; adopted Spring, 2000 (Glencoe)

History and Social Science

Grades K-3: District-Developed Instructional Units; adopted Spring, 1996

Grades 4-6: Social Studies; adopted Spring 1991 (Houghton-Mifflin)

Science

Grades K-6: District-Developed Instructional Units in Earth, Physical, and Life Sciences; adopted Spring, 1995

Health

Grades K-3: Primary Health; adopted Spring, 1995 (Wright Group)

Grades 4-6; District-Developed Instructional Units; adopted Spring, 1995

The district provides sufficient textbooks and other instructional materials to support school programs.

Other Instructional Materials

Teachers use materials other than textbooks, including workbooks, reference materials, manipulatives, computers, calculators, and audio-visual equipment. These materials are allocated to schools based upon student enrollment and the number of classrooms.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes 2003-2004	
	Offered	**State Requirement**
K	**43,930**	36,000
1	**54,935**	50,400
2	**54,935**	50,400
3	**54,935**	50,400
4	**56,265**	54,000
5	**56,265**	54,000
6	**56,265**	54,000

Total Number of Minimum Days

The Goleta Union School District will hold one minimum day on the last day of the 2003-2004 school year.

VIII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,528	$35,371
Mid-Range Teacher Salary	$58,508	$55,531
Highest Teacher Salary	$68,747	$67,900
Average Principal Salary (Elementary)	$88,928	$83,242
Superintendent Salary	$114,000	$115,103
Percent of Budget for Teacher Salaries	44.81	42.96
Percent of Budget for Administrative Salaries	5.06	6.17

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/fiscal/financial/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**
$28,133,354	$6,623	$6,444	$6,719

Types of Services Funded

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the district budget funds purchase of instructional supplies, office supplies, transportation, and equipment.