

La Patera Elementary School

555 N. La Patera Lane • Goleta, CA 93117 • (805) 681-1280 • Grades K-6

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<https://www2.goleta.k12.ca.us/lapatera>

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Goleta Union Elementary School District

401 North Fairview Ave.

Goleta, CA 93117

(805) 681-1200

<http://www.goleta.k12.ca.us/>

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School Description

La Patera School is one of the nine elementary schools of the Goleta Union School District. La Patera is part of the Goleta Union School District (GUSD) that serves the Goleta Valley, a suburban community of 80,000 people that includes the City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate. At La Patera, we offer enrichment in music, art, computers, physical education, and academics. We also provide regular and systematic interventions for both academics and social-emotional needs. We have robust

after-school opportunities, PTA events, and school events that bring our community together to celebrate student learning. We strongly seek to create events that develop students in both academic and social-emotional learning. Ongoing learning for all of our students is a priority, and we are always striving to create a safe, joyful, positive learning experience for each and every student.

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 with GUSD. The staff is skilled at working to develop individual student potential by providing basic skills and problem solving strategies. Every GUSD school offers programs in technology, music, art, and physical education. Every GUSD school has a computer center and all classrooms and offices have Internet access.

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:

Vision

Powerful Instruction
Purposeful Individualization
Productive Partnerships
Solid Evidence of Student Success

Mission

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

La Patera Elementary School Mission Statement

The La Patera community provides excellent learning opportunities for all students to reach their greatest potential in a diverse world.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	54
Grade 2	62
Grade 3	48
Grade 4	53
Grade 5	52
Grade 6	49
Total Enrollment	394

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.8
Filipino	0.5
Hispanic or Latino	60.2
White	29.7
Two or More Races	5.8
Socioeconomically Disadvantaged	55.6
English Learners	34.5
Students with Disabilities	6.6
Foster Youth	0.3
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for La Patera Elementary	18-19	19-20	20-21
With Full Credential	18	22	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Goleta Union	18-19	19-20	20-21
With Full Credential	◆	◆	190
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at La Patera Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbook sufficiency was approved at the September 23, 2020, 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 and SPARK Physical Education Curriculum is used in grades 1-6. Online supplemental materials include Freckle and MyOn across all school sites.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Reading Wonders (K - 6), 2016 McGraw-Hill, World of Wonders (Pre-K), 2016 McGraw-Hill, WonderWorks (Intervention), 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	The Math Learning Center, Bridges (K-5), 2015 College Preparatory Math, Core Connections (6th), 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Amplify Education, Amplify Science (K-6), 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Harcourt School Publishers, Reflections (K-6), 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall site is in moderate condition as the facilities are beginning to show age. Significant capital improvements will need to be made soon. This site needs bathroom upgrades, roof structures fixed or replaced, new carpet, and should be painted soon. Playgrounds are safe to play on, but the matting needs to be replaced under the structures. Asphalt recently slurry and sealed within the last six months.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems are inefficient and need to be updated.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms are dated with signs of wear and tear. Sinks, tile faucets and fixtures are showing age.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs will need repair/replacement in the future
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt in all areas need to be repaired/replaced. Playground structures are aging and rubber matting needs to be replaced.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	65	N/A	50	N/A
Math	41	N/A	60	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are partners in the educational journey of our students. Parents are encouraged to be involved as members of the Parent Teacher Association, school, classroom volunteers, or to serve as representatives to school governance organizations such as School Site Council, English Learner Advisory Committee, District GATE Advisory Committee, or the District Advisory Council through regularly scheduled meetings held over the course of the school year.

There are three parent committees/organizations at La Patera which meet regularly and are always looking for parent input and participation. The PTA works with the school to support special programs, field trips, and other school events that benefit all students. The ELAC (English Learner Advisory Committee) advises the principal and staff on programs and services for English learners. The School Site Council is comprised of four elected parents, four elected staff members and the principal, whose main function is providing input and oversight into the development and implementation of the school plan, school safety plan, and related budgets.

Other parent involvement opportunities include volunteering in the following capacities: assisting teachers in the classroom with materials and projects, assisting with playground supervision, garden day, and providing expert advice and support as related to a parent's job or expertise.

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 students and parents.

District communication, school and classroom newsletters, forums for electronic communication such as Parent Square, Seesaw, Google Classroom, site digital signage, and general announcements provide parents/guardians with information about their school in English and Spanish.

We firmly believe the solid partnership between students, families, and staff makes a significant and positive impact on the La Patera School community.

Please visit the school website for contact information.

La Patera School website

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.

School Safety Plan (School Year 2020-2021)

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 concern.

Emergency Preparedness: The school updates the emergency plan annually. Annually, a staff in-service is held for members to review his or her role in an emergency situation according to the plan. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to ensure students and staff safety in the event of fire, earthquake, or other disaster. The plan focuses on the three R's of disaster preparedness: readiness, response and recovery to teach all students and staff to be prepared should any emergency occur.

Supervision of Students: Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Yard duty supervisors are employed at recess and lunchtime to ensure a safe environment for students. School policies regarding behavior are reviewed with students and staff regularly. Policies are sent home to parents annually. We are committed to student safety and a positive school climate.

Badge Identification System for Employees, Volunteers, and Visitors: Signs are posted on campus to advise visitors to sign in at the office. To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers or visitors are required to wear a pocket or lanyard identification badge. Visitors and volunteer badges are obtainable in the school office. The staff reminds any visitor without a badge to return to the office for one in order to heighten awareness of anyone who is on the campus.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	2.4	1.3	0.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	3			17	3			19		4	
1	22		2		20	3			18	3		
2	17	3			23		2		27	2	1	
3	25		2		17	3			24		2	
4	26		2		25		2		27		2	
5	24		2		23		2		17	3		
6	24		3		19	3			25		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 Council and related subcommittees provide formal structures as on-going steering committees.

The focus of professional development is selected to support the district's LCAP goals and the implementation of core curriculum. For the 2019-2020 school year, district professional development was concentrated on implementing core instruction in science, including understanding the resources available through the new science adoption. The district also built capacity in staff around professional learning communities. Included in this work was increasing the use and analysis of benchmark summative and common formative assessments. Additionally, the professional learning teams worked collaboratively to improve site-based systems for monitoring and responding to student progress. During the 2020-2021 school year, these same goals have continued to be a focus. Staff has also attended to best practices and student engagement during remote instruction. During the 2020-2021 school year, staff also participated in workshops to address anti-racism and begin conversations to support social justice in our school communities. Principals support their teacher teams with 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,235	\$50,574
Mid-Range Teacher Salary	\$83,572	\$76,649
Highest Teacher Salary	\$105,027	\$98,993
Average Principal Salary (ES)	\$17,839	\$125,150
Average Principal Salary (MS)		\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$211,150	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	5.1	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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 certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$16,017	\$5,340	\$10,677	\$92,249
District	N/A	N/A	\$10,624	\$91,874
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.5	0.4
School Site/ State	31.8	13.5

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