

# La Patera Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	La Patera Elementary School
<b>Street</b>	555 N. La Patera Lane
<b>City, State, Zip</b>	Goleta, CA 93117
<b>Phone Number</b>	(805) 681-1280
<b>Principal</b>	Brigitte Haley
<b>Email Address</b>	bhaley@goleta.k12.ca.us
<b>School Website</b>	<a href="https://www.gusd.us/lapatera">https://www.gusd.us/lapatera</a>
<b>County-District-School (CDS) Code</b>	42691956045421

## 2021-22 District Contact Information

<b>District Name</b>	Goleta Union School District
<b>Phone Number</b>	(805) 681-1200
<b>Superintendent</b>	Dr. Diana Galindo-Roybal
<b>Email Address</b>	droybal@goleta.k12.ca.us
<b>District Website Address</b>	<a href="http://www.gusd.us">http://www.gusd.us</a>

## 2021-22 School Overview

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, garden, 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:

## 2021-22 School Overview

### Vision:

Powerful Instruction  
Purposeful Individualization  
Productive Partnerships  
Solid Evidence of Student Success

### GUSD 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:

La Patera School is a safe, respectful, nurturing place where all students grow academically, socially, and emotionally. We guide our community in making kind, responsible choices, and have consistent, high expectations in all areas. We believe all students, families, and staff make one La Patera neighborhood.

\*\*Please be advised that there is a delay in the population of data on the "Conditions of Learning: Teachers" section from the State. For this reason, this School Accountability Report Card (SARC) will be revised and reposted on the site and district websites once that information becomes available. Additionally, this School Accountability Report Card is pending approval from the Goleta Union School Board of Trustees at the regularly scheduled meeting on February 2, 2022. If revisions are requested, this SARC will be updated accordingly.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	45
Grade 2	43
Grade 3	49
Grade 4	38
Grade 5	45
Grade 6	49
Total Enrollment	316

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
Asian	0.9
Filipino	0.3
Hispanic or Latino	61.1
Two or More Races	5.7
White	30.1
English Learners	32.3
Homeless	0.6
Socioeconomically Disadvantaged	47.2
Students with Disabilities	6.6

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook sufficiency was approved at the September 1, 2021, 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.

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0.0%
Mathematics	The Math Learning Center, Bridges (K-5), 2015 College Preparatory Math, Core Connections (6th), 2015	Yes	0.0%
Science	Amplify Education, Amplify Science (K-6), 2019	Yes	0.0%

<b>History-Social Science</b>	Harcourt School Publishers, Reflections (K-6), 2007	No	0.0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

Overall site is in moderate condition as the facilities are beginning to show age. Significant capital improvements will need to be made soon. 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.

**Year and month of the most recent FIT report**

11/2021

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

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	168	NT	NT	NT	NT
<b>Female</b>	73	NT	NT	NT	NT
<b>Male</b>	95	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	107	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	54	NT	NT	NT	NT
<b>English Learners</b>	53	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	NT	NT	NT	NT
Female	73	NT	NT	NT	NT
Male	95	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	54	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd Grade Student Groups	3rd Grade Total Enrollment	3rd Grade Number Tested	3rd Grade Percent Tested	3rd Grade Percent Not Tested	3rd Grade Percent At or Above Grade Level
All Students	48	47	98	2	64
Female	22	22	100	0	68
Male	26	25	96	4	60
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

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	27	26	96	4	46
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	3	3	100	0	N/A
White	18	18	100	0	83
English Learners	15	13	87	13	39
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	4	4	100	0	N/A
4th Grade Student Groups	4th Grade Total Enrollment	4th Grade Number Tested	4th Grade Percent Tested	4th Grade Percent Not Tested	4th Grade Percent At or Above Grade Level
All Students	32	32	100	0	63
Female	11	11	100	0	46
Male	21	21	100	0	48
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	1	100	0	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	20	20	100	0	25
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	1	1	100	0	N/A
White	10	10	100	0	80
English Learners	11	11	100	0	0
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	1	1	100	0	N/A
5th Grade Student Groups	5th Grade Total Enrollment	5th Grade Number Tested	5th Grade Percent Tested	5th Grade Percent Not Tested	5th Grade Percent At or Above Grade Level
All Students	43	43	100	0	51
Female	18	18	100	0	61
Male	25	25	100	0	44
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	1	100	0	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	28	27	96	4	41
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	14	14	100	0	64
English Learners	12	11	92	8	9
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	3	3	100	0	N/A
6th Grade Student Groups	6th Grade Total Enrollment	6th Grade Number Tested	6th Grade Percent Tested	6th Grade Percent Not Tested	6th Grade Percent At or Above Grade Level
All Students	43	41	95	5	54
Female	21	20	95	5	50
Male	22	21	95	5	57
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
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	31	29	94	6	41
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	12	12	100	0	83
English Learners	12	12	100	0	0
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	2	2	100	0	N/A
Students with Disabilities	2	2	100	0	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
3rd Grade Student Groups	3rd Grade Total Enrollment	3rd Grade Number Tested	3rd Grade Percent Tested	3rd Grade Percent Not Tested	3rd Grade Percent At or Above Grade Level
All Students	48	48	100	0	48
Female	22	22	100	0	50
Male	26	26	100	0	46
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
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Hispanic or Latino	27	27	100	0	33
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	3	3	100	0	N/A
White	18	18	100	0	67
English Learners	15	14	93	7	21
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	4	4	100	0	N/A
4th Grade Student Groups	4th Grade Total Enrollment	4th Grade Number Tested	4th Grade Percent Tested	4th Grade Percent Not Tested	4th Grade Percent At or Above Grade Level
All Students	32	32	100	0	62
Female	11	11	100	0	64
Male	21	21	100	0	62
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	1	100	0	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	20	20	100	0	50
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	1	1	100	0	N/A
White	10	10	100	0	N/A
English Learners	11	11	100	0	36
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	1	1	100	0	N/A
5th Grade Student Groups	5th Grade Total Enrollment	5th Grade Number Tested	5th Grade Percent Tested	5th Grade Percent Not Tested	5th Grade Percent At or Above Grade Level
All Students	43	43	100	0	49
Female	18	18	100	0	53
Male	25	24	96	4	46
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	1	100	0	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	28	27	96	4	37
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	14	14	100	0	64

English Learners	12	10	83	17	10
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	3	3	100	0	N/A
6th Grade Student Groups	6th Grade Total Enrollment	6th Grade Number Tested	6th Grade Percent Tested	6th Grade Percent Not Tested	6th Grade Percent At or Above Grade Level
All Students	43	42	98	2	64
Female	21	20	95	5	65
Male	22	22	100	0	64
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
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	31	30	97	3	53
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	12	12	100	0	92
English Learners	12	12	100	0	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	2	2	100	0	N/A
Students with Disabilities	2	2	100	0	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents are partners in the educational journey of our students. Parents are encouraged to be involved as members of the Parent Teacher Association, the Social Justice Task Force, 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.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	343	23	6.7
Female	165	161	8	5.0
Male	182	182	15	8.2
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	209	207	19	9.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	0	0.0
White	108	107	4	3.7
English Learners	120	120	5	4.2
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	167	166	17	10.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	7	25.9

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.41	0.00	0.95	0.08	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.05	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning.

**Security:** The school posts required public signs to communicate rules prohibiting smoking, skateboarding, and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing and lighting are periodically tested to ensure a safe environment. Each school is represented on the district Safety Committee. Monthly, concerns or issues regarding campus security are shared. The District Maintenance and Operations staff and principals all carry walkie-talkies in order to be available at all times. All are quick to respond to any 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.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	17	3		
1	20	3		
2	23		2	
3	17	3		
4	25		2	
5	23		2	
6	19	3		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	4		
1	18	3		
2	27		2	1
3	24		2	
4	27		2	
5	17	3		
6	25		2	

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	1	
1	19	2		
2	28	1		1
3	20	2		
4	19	2		
5	19	2		
6	19	2		
Other	18	3		

### 2020-21 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	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	2.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	16,748	5,679	11,069	94,970
District	N/A	N/A	10,928	94,257
Percent Difference - School Site and District	N/A	N/A	1.3	0.8
State			8,444	82,431
Percent Difference - School Site and State	N/A	N/A	26.9	14.1

## 2020-21 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 consulting employees, instructional assistants, instructional supplies, and translation/interpretation of school newsletters and meetings.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,838	\$51,450
Mid-Range Teacher Salary	\$93,925	\$80,263
Highest Teacher Salary	\$110,364	\$101,012
Average Principal Salary (Elementary)	\$141,539	\$128,082
Average Principal Salary (Middle)	\$0	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$216,887	\$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

Goleta Union School District annually provides four full days and two half-days of in-service to certificated staff. Professional development is also conducted during staff meetings, and district-wide after-school meetings or release time throughout the year. Teachers are afforded common collaboration time to work in Professional Learning Communities, as well as opportunities to attend professional conferences and workshops when COVID safety protocols permit. 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 2020-2021 school year, district professional development was concentrated on implementing online learning during the pandemic to support core instruction, language development and intervention services. Additionally, continued efforts to assist with instruction in science, including understanding the resources available through the new science adoption, were offered. 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. Professional learning teams worked 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 were also offered. 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

# Goleta Union School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Goleta Union School District
<b>Phone Number</b>	(805) 681-1200
<b>Superintendent</b>	Dr. Diana Galindo-Roybal
<b>Email Address</b>	droybal@goleta.k12.ca.us
<b>District Website Address</b>	<a href="http://www.gusd.us">http://www.gusd.us</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1909	17	0.89	99.11	5.88
Female	903	6	0.66	99.34	--
Male	1005	11	1.09	98.91	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	92	0	0.00	100.00	--
Black or African American	13	1	7.69	92.31	--
Filipino	11	0	0.00	100.00	--
Hispanic or Latino	916	11	1.20	98.80	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	176	3	1.70	98.30	--
White	699	2	0.29	99.71	--
English Learners	372	4	1.08	98.92	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	615	8	1.30	98.70	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	225	17	7.56	92.44	5.88



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1909	17	0.89	99.11	5.88
Female	903	6	0.66	99.34	--
Male	1005	11	1.09	98.91	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	92	0	0.00	100.00	--
Black or African American	13	1	7.69	92.31	--
Filipino	11	0	0.00	100.00	--
Hispanic or Latino	916	11	1.20	98.80	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	176	3	1.70	98.30	--
White	699	2	0.29		--
English Learners	372	4	1.08	98.92	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	615	8	1.30	98.70	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	225	17	7.56	92.44	5.88

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

