La Patera Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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, 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 LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Celeste Darga, Principal

📍 Principal, La Patera Elementary

About Our School

Welcome to La Patera Elementary School, a place where student learning is visible daily in the engagement of children, families, and staff members! You will find that our campus is a special place; a place that brings together children, families, and educators to create a community that values and depends upon each other to create the finest educational experience for all.

We are part of the Goleta Union School District and proudly promote the district mission to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world. In fact, at Goleta Schools, we envision maximizing student capacity through educating the whole child.

As a school community, our mission is to provide excellent learning opportunities for all students to reach their greatest potential in a diverse world.

Each day we strive to exemplify our mission where parents, teachers and students work as a team to meet the academic, social, emotional and physical needs of all children through consistent communication, timely information, and shared knowledge. We also share a commitment to social emotional education programs, helping us to fulfill our mission. With a focus on the students, teachers, and parents, we work to create a positive culture.

Our district mission as well as our campus mission, provide the foundation for our educational environment- a rigorous academic program balanced with engaging activities and attitudes that foster a collaborative environment. A productive relationship among parents, teachers, and staff creates the type of education we seek for all children.

Our school is focused on developing the whole child through rigorous and engaging academic curriculum, specialist classes, noontime clubs and sports, as well as after school enrichment opportunities. Our school promotes character building through the Character Counts educational program, which focuses on concepts of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Our partnership with local universities and organizations enrich our school experiences through the opportunities and expertise provided by pre-professionals and volunteers.

Our parents are an integral part of our school community. Parents support our school through family events, fundraising, and volunteering in our classrooms. We encourage our parents and families to become actively involved, and consider them to be a vital part of our La Patera Team.

Sincerely,

Celeste Darga

Principal

La Patera Elementary School

Contact

La Patera Elementary
555 North La Patera Ln.
Goleta, CA 93117-1507

Phone: 805-681-1280
Email: cdarga@goleta.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Goleta Union Elementary
Phone Number	(805) 681-1200
Superintendent	Donna Lewis
Email Address	dlewis@goleta.k12.ca.us
Website	www.goleta.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	La Patera Elementary
Street	555 North La Patera Ln.
City, State, Zip	Goleta, Ca, 93117-1507
Phone Number	805-681-1280
Principal	Celeste Darga, Principal
Email Address	cdarga@goleta.k12.ca.us
Website	www.lapatera.goleta.k12.ca.us
County-District-School (CDS) Code	42691956045496

Last updated: 1/2/2020

School Description and Mission Statement (School Year 2019—20)

La Patera School is one of the nine elementary schools of the Goleta Union School District. The Goleta Union School District (GUSD) serves the Goleta Valley, a suburban community of 80,000 people that includes the City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

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. Gifted and Talented Education (GATE) offers an integrated differentiated program during the school day to students in grades 4-6. 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.

Last updated: 1/10/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	59
Grade 2	45
Grade 3	52
Grade 4	50
Grade 5	46
Grade 6	56
Total Enrollment	359
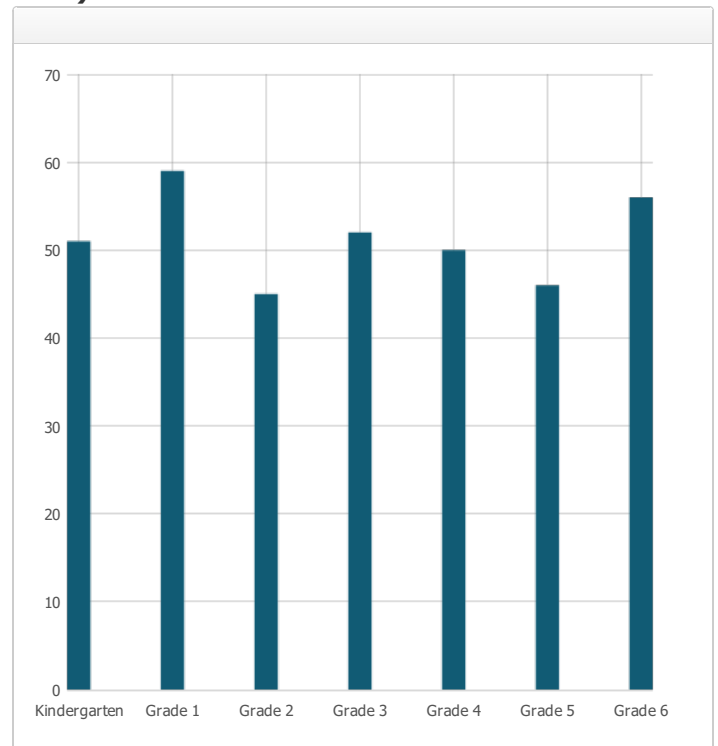
Last updated: 12/30/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.40 %
Filipino	0.80 %
Hispanic or Latino	68.50 %
Native Hawaiian or Pacific Islander	%
White	24.80 %
Two or More Races	3.60 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.90 %
English Learners	41.20 %
Students with Disabilities	7.20 %
Foster Youth	%
Homeless	1.70 %

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	18	18	22	193
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
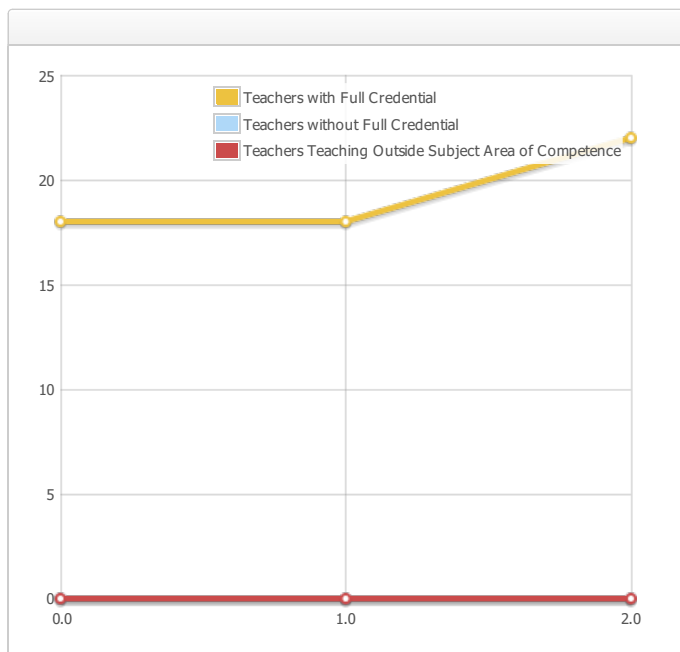
Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
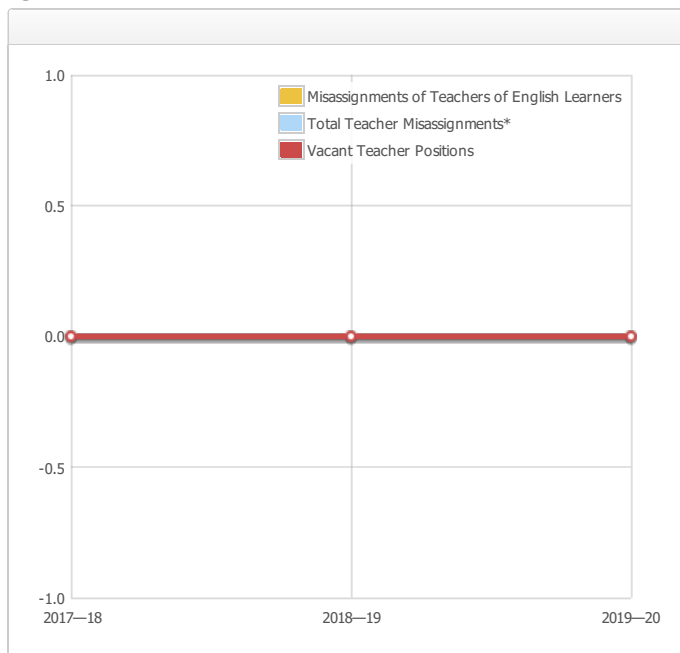
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/30/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders (K-6)	Yes	0.00 %
Mathematics	The Math Learning Center, Bridges (K-5) Core Connections, College Preparatory Math (6th)	Yes	0.00 %
Science	Amplify Education, Amplify Science (K-6)	Yes	0.00 %
History-Social Science	Harcourt School Publishers, Reflections (K-6)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/30/2019

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.

Last updated: 1/9/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/8/2020

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.

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	54.0%	62.0%	65.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	41.0%	59.0%	60.0%	38.0%	39.0%

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.

Last updated: 12/30/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	205	98.56%	1.44%	53.66%
Male	116	116	100.00%	0.00%	53.45%
Female	92	89	96.74%	3.26%	53.93%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	152	151	99.34%	0.66%	41.72%
Native Hawaiian or Pacific Islander					
White	46	44	95.65%	4.35%	88.64%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	38.14%
English Learners	114	113	99.12%	0.88%	38.05%
Students with Disabilities	17	15	88.24%	11.76%	20.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/30/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	205	98.56%	1.44%	41.46%
Male	116	116	100.00%	0.00%	41.38%
Female	92	89	96.74%	3.26%	41.57%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	152	151	99.34%	0.66%	31.79%
Native Hawaiian or Pacific Islander					
White	46	44	95.65%	4.35%	68.18%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	28.81%
English Learners	114	113	99.12%	0.88%	30.09%
Students with Disabilities	17	15	88.24%	11.76%	13.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/30/2019

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

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

California Physical Fitness Test Results (School Year 2018—19)

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
5	21.70%	13.00%	23.90%

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

Last updated: 12/30/2019

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 2019—20)

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: Pupil Engagement

Last updated: 1/8/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Suspensions:

School: .045

District: .016

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.50%	3.90%	2.40%	0.90%	1.30%	0.01%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.03%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/30/2019

School Safety Plan (School Year 2019—20)

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. Periodically, 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.

Last updated: 12/30/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.00	3		
1	19.00	3		
2	17.00	3		
3	26.00		2	
4	21.00		3	
5	21.00		3	
6	21.00		3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3		
1	22.00		2	
2	17.00	3		
3	25.00		2	
4	26.00		2	
5	24.00		2	
6	24.00		3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	3		
1	20.00	3		
2	23.00		2	
3	17.00	3		
4	25.00		2	
5	23.00		2	
6	19.00	3		
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/2/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.11
Nurse	0.33
Speech/Language/Hearing Specialist	0.90
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 12/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14832.47	$4878.76	$9953.71	$93509.80
District	N/A	N/A	$9915.06	$90469.05
Percent Difference – School Site and District	N/A	N/A	0.39%	3.31%
State	N/A	N/A	$7506.64	$77619.00
Percent Difference – School Site and State	N/A	N/A	28.03%	18.57%

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

Last updated: 1/10/2020

## Types of Services Funded (Fiscal Year 2018—19)

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.

Last updated: 12/30/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,235	$49,378
Mid-Range Teacher Salary	$89,384	$77,190
Highest Teacher Salary	$105,027	$96,607
Average Principal Salary (Elementary)	$132,845	$122,074
Average Principal Salary (Middle)	$	$126,560
Average Principal Salary (High)	$	$126,920
Superintendent Salary	$205,000	$189,346
Percent of Budget for Teacher Salaries	40.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
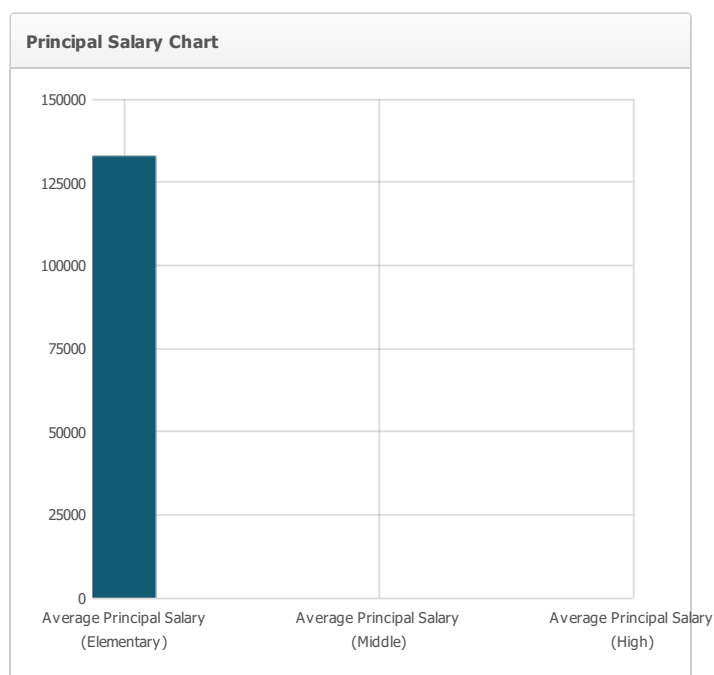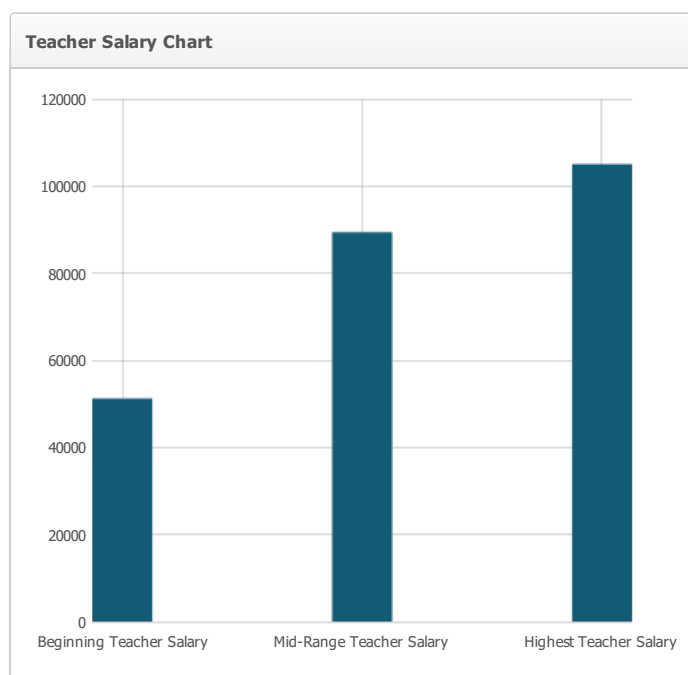
Last updated: 1/6/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 12/30/2019