



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Patera Elementary School	42691956045421	December 11,2020	January 20, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 3
  - Data Analysis ..... 3
  - Surveys ..... 3
  - Classroom Observations..... 3
  - Analysis of Current Instructional Program..... 3
- Stakeholder Involvement ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - Student Population..... 17
  - Overall Performance ..... 18
  - Academic Performance ..... 19
  - Academic Engagement ..... 24
  - Conditions & Climate..... 26
- Goals, Strategies, & Proposed Expenditures..... 28
  - Goal 1..... 28
  - Goal 2..... 37
- School Site Council Membership ..... 45
- Recommendations and Assurances ..... 46

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. All parents of students considered to be English Language Learners will give input through the English Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with the La Patera School English Learner Advisory Council.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. Observations are both in person and in video conferencing settings. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students take the STAR 360 Early Literacy or Reading/Math assessments on a regular scheduled basis, beginning in September and ending in May. Additionally, students this year will take common formative assessments in math and English Language Arts, along with the summative assessments their teacher elects to use. Twice a year students take a benchmark writing assessment. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observations are done regularly by teachers, staff, and site leadership.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers are supported with the County's teacher induction program, as well as a new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLC teams on a professional practice goal or other grade level/individual goals tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and summer school is available to students with academic needs.

### Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various stakeholders in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. The English Learner Advisory Committee (ELAC) reviews the school site plan and Needs Assessment during an ELAC meeting and provides input to the School Site Council.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.27%	%	0%	1		0
Asian	1.33%	1.39%	1.78%	5	5	7
Filipino	0.80%	0.84%	0.51%	3	3	2
Hispanic/Latino	71.73%	68.52%	60.15%	269	246	237
Pacific Islander	%	%	0%			0
White	21.87%	24.79%	29.7%	82	89	117
Multiple/No Response	0.53%	0.84%	5.84%	2	3	8
<b>Total Enrollment</b>				375	359	394

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	60	51	76
Grade 1	43	59	54
Grade 2	51	45	62
Grade 3	50	52	48
Grade 4	51	50	53
Grade 5	59	46	52
Grade 6	61	56	49
<b>Total Enrollment</b>	375	359	394

### Conclusions based on this data:

1. Students at La Patera School are predominately Hispanic/Latino (~60%) and White (~30%).
2. La Patera was observing a decline in enrollment over the last several years. In 2017-2018, enrollment was at its low with 375 students enrolled. However, likely due to additional housing in the La Patera school boundaries, enrollment for 2019-2020 is up to approximately 395 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	152	148	136	40.5%	41.2%	34.5%
Fluent English Proficient (FEP)	58	37	42	15.5%	10.3%	10.7%
Reclassified Fluent English Proficient (RFEP)	32	2	25	17.1%	1.3%	16.9%

### Conclusions based on this data:

1. The percentage of English Learners at La Patera School has declined over the last few years. Approximately 40.5% of students enrolled at La Patera identified as English learners in 2017-2018 and approximately 34.5% enrolled for 2019-2020.
2. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	51	50	50	51	50	50	51	50	98	100	100
Grade 4	62	50	52	59	50	52	59	50	52	95.2	100	100
Grade 5	64	58	47	63	57	46	63	57	46	98.4	98.3	97.9
Grade 6	62	60	59	59	59	57	59	59	57	95.2	98.3	96.6
All Grades	239	219	208	231	217	205	231	217	205	96.7	99.1	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2412.	2430.	18.00	23.53	26.00	16.00	13.73	22.00	30.00	25.49	28.00	36.00	37.25	24.00
Grade 4	2441.	2446.	2461.	16.95	18.00	25.00	22.03	24.00	25.00	22.03	26.00	17.31	38.98	32.00	32.69
Grade 5	2498.	2516.	2497.	19.05	26.32	19.57	30.16	26.32	36.96	23.81	36.84	13.04	26.98	10.53	30.43
Grade 6	2536.	2541.	2550.	18.64	22.03	22.81	38.98	32.20	36.84	20.34	23.73	28.07	22.03	22.03	12.28
All Grades	N/A	N/A	N/A	18.18	22.58	23.41	27.27	24.42	30.24	23.81	28.11	21.95	30.74	24.88	24.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	21.57	26.00	34.00	47.06	42.00	46.00	31.37	32.00
Grade 4	20.34	22.00	26.92	44.07	56.00	48.08	35.59	22.00	25.00
Grade 5	20.63	22.81	34.78	46.03	56.14	39.13	33.33	21.05	26.09
Grade 6	20.34	37.29	26.32	52.54	35.59	49.12	27.12	27.12	24.56
All Grades	20.35	26.27	28.29	44.59	48.39	44.88	35.06	25.35	26.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.00	21.57	18.00	54.00	37.25	54.00	32.00	41.18	28.00
Grade 4	13.56	16.00	15.38	49.15	48.00	40.38	37.29	36.00	44.23
Grade 5	30.16	33.33	21.74	39.68	43.86	47.83	30.16	22.81	30.43
Grade 6	28.81	22.03	24.56	49.15	50.85	56.14	22.03	27.12	19.30
All Grades	22.08	23.50	20.00	47.62	45.16	49.76	30.30	31.34	30.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	13.73	28.00	72.00	66.67	54.00	20.00	19.61	18.00
Grade 4	10.17	12.00	28.85	66.10	66.00	53.85	23.73	22.00	17.31
Grade 5	15.87	15.79	15.22	60.32	70.18	65.22	23.81	14.04	19.57
Grade 6	25.42	23.73	21.05	59.32	66.10	73.68	15.25	10.17	5.26
All Grades	15.15	16.59	23.41	64.07	67.28	61.95	20.78	16.13	14.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.00	21.57	18.00	46.00	49.02	58.00	36.00	29.41	24.00
Grade 4	16.95	18.00	21.15	50.85	54.00	48.08	32.20	28.00	30.77
Grade 5	31.75	35.09	21.74	46.03	47.37	52.17	22.22	17.54	26.09
Grade 6	28.81	32.20	36.84	55.93	50.85	50.88	15.25	16.95	12.28
All Grades	24.24	27.19	24.88	49.78	50.23	52.20	25.97	22.58	22.93

**Conclusions based on this data:**

1. Student participation in CAASPP assessments is consistently strong. Due to the Covid-19 pandemic, there were no CAASPP assessments in 2019-2020 school year.
2. Overall scaled scores continue to increase slightly overall. Approximately (~20%) of students exceed the standard and (~26%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~26%) nearly meet and (~28%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that reading and writing are areas for improvement with approximately 30% of students not meeting the standard. It should be noted that a significant number of students also exceed the standard in reading/writing (~23%). Listening is an area where the majority of the students meet or nearly meet the standard and few exceed nor not meet it. Similar to reading/writing, the claim of research/Inquiry is one where about 24% of students either don't meet the standard or exceed the standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	51	50	51	51	50	51	51	50	100	100	100
Grade 4	62	50	52	59	50	52	59	50	52	95.2	100	100
Grade 5	64	58	47	63	57	46	63	57	46	98.4	98.3	97.9
Grade 6	62	60	59	61	59	57	61	59	57	98.4	98.3	96.6
All Grades	239	219	208	234	217	205	234	217	205	97.9	99.1	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2431.	2441.	15.69	17.65	18.00	33.33	27.45	30.00	25.49	31.37	34.00	25.49	23.53	18.00
Grade 4	2473.	2431.	2450.	20.34	6.00	15.38	23.73	18.00	23.08	28.81	34.00	28.85	27.12	42.00	32.69
Grade 5	2490.	2511.	2482.	20.63	26.32	15.22	20.63	15.79	17.39	22.22	31.58	30.43	36.51	26.32	36.96
Grade 6	2535.	2504.	2547.	24.59	13.56	31.58	26.23	27.12	14.04	24.59	16.95	29.82	24.59	42.37	24.56
All Grades	N/A	N/A	N/A	20.51	16.13	20.49	25.64	22.12	20.98	25.21	28.11	30.73	28.63	33.64	27.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.37	31.37	30.00	37.25	35.29	44.00	31.37	33.33	26.00
Grade 4	28.81	10.00	25.00	35.59	32.00	25.00	35.59	58.00	50.00
Grade 5	28.57	28.07	19.57	23.81	31.58	36.96	47.62	40.35	43.48
Grade 6	34.43	25.42	38.60	34.43	33.90	28.07	31.15	40.68	33.33
All Grades	30.77	23.96	28.78	32.48	33.18	33.17	36.75	42.86	38.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	23.53	30.00	45.10	50.98	58.00	31.37	25.49	12.00
Grade 4	25.42	12.00	21.15	38.98	50.00	38.46	35.59	38.00	40.38
Grade 5	17.46	22.81	13.04	42.86	47.37	50.00	39.68	29.82	36.96
Grade 6	18.03	13.56	28.07	55.74	40.68	42.11	26.23	45.76	29.82
All Grades	20.94	17.97	23.41	45.73	47.00	46.83	33.33	35.02	29.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.49	21.57	24.00	43.14	58.82	48.00	31.37	19.61	28.00
Grade 4	22.03	16.00	19.23	47.46	40.00	44.23	30.51	44.00	36.54
Grade 5	17.46	26.32	15.22	39.68	43.86	36.96	42.86	29.82	47.83
Grade 6	27.87	13.56	31.58	40.98	40.68	36.84	31.15	45.76	31.58
All Grades	23.08	19.35	22.93	42.74	45.62	41.46	34.19	35.02	35.61

**Conclusions based on this data:**

1. Student participation in CAASPP assessments is consistently strong. Due to the Covid-19 pandemic, there were no CAASSP assessments in 2019-2020 school year.
2. Approximately (~21%) of students met the standard in overall Math achievement. Approximately (~30%) nearly meet and (~28%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 28% of students exceed the standard in concepts/procedures and ~33% are near/meeting the standard. Another ~38% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~20% exceeding the standard, ~42% near/meeting the standard, and another ~34% not meeting the standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1434.6	1432.7	1449.6	1442.9	1399.7	1409.1	28	17
Grade 1	1467.3	1464.6	1459.7	1468.0	1474.4	1460.7	25	27
Grade 2	1507.1	1509.9	1496.6	1500.6	1517.0	1518.6	22	24
Grade 3	1498.4	1505.6	1489.9	1509.3	1506.3	1501.6	27	19
Grade 4	1492.8	1527.4	1488.8	1517.8	1496.3	1536.5	18	20
Grade 5	1515.2	1491.1	1495.3	1481.1	1534.6	1500.4	19	15
Grade 6	1511.1	1527.2	1497.6	1510.1	1524.3	1543.8	14	13
All Grades							153	135

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.43	11.76	*	47.06	*	35.29	*	5.88	28	17
1	44.00	7.41	*	55.56	*	33.33	*	3.70	25	27
2	54.55	29.17	*	54.17		12.50		4.17	22	24
3	*	21.05	48.15	36.84	*	42.11	*	0.00	27	19
4	*	40.00	*	25.00	*	35.00	*	0.00	18	20
5	*	13.33	*	26.67	*	46.67	*	13.33	19	15
6		23.08	*	46.15	*	15.38	*	15.38	14	13
All Grades	29.41	20.74	40.52	42.96	22.22	31.11	7.84	5.19	153	135

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.29	23.53	*	47.06	*	23.53	*	5.88	28	17
1	48.00	18.52	*	59.26	*	18.52	*	3.70	25	27
2	86.36	33.33	*	58.33		4.17		4.17	22	24
3	*	42.11	44.44	36.84	*	15.79	*	5.26	27	19
4	*	45.00	*	25.00	*	25.00	*	5.00	18	20
5	*	13.33	*	40.00	*	33.33	*	13.33	19	15
6	*	30.77	*	30.77	*	30.77		7.69	14	13
All Grades	47.06	29.63	32.68	44.44	14.38	20.00	*	5.93	153	135

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	29.41	57.14	52.94	*	11.76	28	17
1	44.00	7.41	*	37.04	*	44.44	*	11.11	25	27
2	*	16.67	*	58.33	*	20.83	*	4.17	22	24
3	*	10.53	*	31.58	*	36.84	*	21.05	27	19
4	*	25.00	*	35.00	*	30.00	*	10.00	18	20
5	*	6.67	*	6.67	*	60.00	*	26.67	19	15
6		7.69	*	46.15	*	30.77	*	15.38	14	13
All Grades	22.22	11.85	30.72	36.30	30.72	38.52	16.34	13.33	153	135

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	71.43	29.41	*	58.82	*	11.76	28	17	
1	56.00	55.56	*	37.04	*	7.41	25	27	
2	90.91	41.67	*	54.17		4.17	22	24	
3	*	42.11	59.26	47.37	*	10.53	27	19	
4	*	50.00	66.67	45.00		5.00	18	20	
5	*	0.00	*	66.67	*	33.33	19	15	
6	*	0.00	*	76.92	*	23.08	14	13	
All Grades	52.29	35.56	42.48	52.59	*	11.85	153	135	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.71	17.65	*	76.47	*	5.88	28	17
1	*	11.11	56.00	88.89	*	0.00	25	27
2	77.27	25.00	*	70.83		4.17	22	24
3	51.85	57.89	*	42.11	*	0.00	27	19
4	*	30.00	*	65.00	*	5.00	18	20
5	*	53.33	*	33.33	*	13.33	19	15
6	*	46.15	*	46.15		7.69	14	13
<b>All Grades</b>	49.67	31.85	41.83	63.70	8.50	4.44	153	135

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	71.43	88.24	*	5.88	28	17
1	60.00	18.52	*	70.37	*	11.11	25	27
2	50.00	20.83	*	66.67	*	12.50	22	24
3	*	10.53	66.67	52.63	*	36.84	27	19
4		25.00	61.11	50.00	*	25.00	18	20
5	*	6.67	68.42	60.00	*	33.33	19	15
6		7.69	*	53.85	*	38.46	14	13
<b>All Grades</b>	23.53	14.81	54.25	63.70	22.22	21.48	153	135

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.29	47.06	53.57	35.29	*	17.65	28	17
1	*	3.70	68.00	81.48	*	14.81	25	27
2	*	25.00	59.09	70.83	*	4.17	22	24
3	*	15.79	55.56	84.21	*	0.00	27	19
4	*	30.00	66.67	65.00	*	5.00	18	20
5	*	13.33	*	73.33	*	13.33	19	15
6	*	46.15	92.86	53.85		0.00	14	13
<b>All Grades</b>	29.41	23.70	60.78	68.15	9.80	8.15	153	135

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, ELPAC assessments in 2019-2020 were not fully completed. Therefore there is no school-wide or district data to report, although individual students in 3rd-6th may have completed the test and could have been reclassified. In 2019, approximately 21% of English learner students achieved an overall score of Level 4, one criteria for reclassification. Due to Covid 19, TK - 2 students were unable to take the ELPAC summative assessment in the spring of 2020.
2. Approximately 43% of English learners assessed achieved an overall score of Level 3 and 31% received an overall score of Level 2. 5% of English learner students received a Level 1.
3. Oral language, Listening, and Speaking are areas of strength, with an average of 32% achieving a Level 4 in these areas. Reading and Writing were areas of challenge, with an average of 13% receiving a Level 4.



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Dashboard Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>359</b>	<b>57.9</b>	<b>41.2</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	41.2
Homeless	6	1.7
Socioeconomically Disadvantaged	208	57.9
Students with Disabilities	26	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	1.4
Filipino	3	0.8
Hispanic	246	68.5
Two or More Races	13	3.6
White	89	24.8





### Conclusions based on this data:

1. Approximately 58% of students are socioeconomically disadvantaged. This percentage of students from low-income households is one of the highest in the District.
2. Approximately 41% of students are identified as English learners. This percentage of ELs is one of the highest in the District.
3. About 7% enrolled are students with disabilities.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 852 533">Orange</p>	<p data-bbox="1182 426 1398 457"><b>Suspension Rate</b></p>  <p data-bbox="1255 506 1326 533">Green</p>
<p data-bbox="253 625 412 657"><b>Mathematics</b></p>  <p data-bbox="297 705 368 732">Green</p>		

#### Conclusions based on this data:

1. English Language Arts and Math overall performance is good (green).
2. Student engagement is an area of concern (orange).
3. Conditions and climate are good (green).

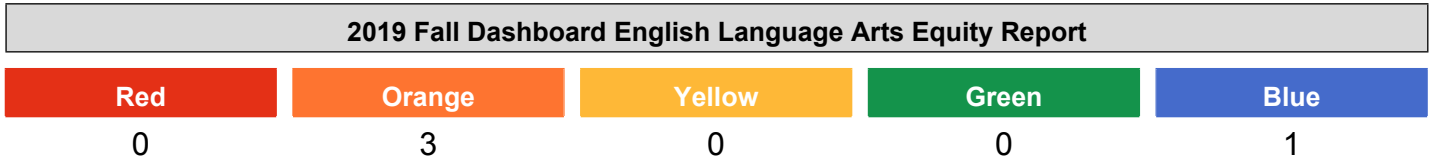
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.5 points above standard</p> <p>Increased ++5.4 points</p> <p>200</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>30.8 points below standard</p> <p>Maintained -1.6 points</p> <p>112</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>32.5 points below standard</p> <p>Maintained ++2.2 points</p> <p>117</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>100.2 points below standard</p> <p>Increased Significantly ++16.8 points 15</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Maintained -1.1 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 73.4 points above standard Increased ++7.5 points 42

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard Declined -5.7 points 63	28.4 points above standard Maintained -0.5 points 49	39.9 points above standard Increased ++6.6 points 84

**Conclusions based on this data:**

- English learners maintained their English language arts/literacy performance, there is still more progress to be made to close the gap between all students.
- Students identified as socioeconomically disadvantaged maintained their language arts/literacy performance, there is still more progress to be made to close the gap between all students.
- Students with disabilities increased their language arts/literacy performance, although there is still more progress to be made to reduce the gap between SWD and all students.

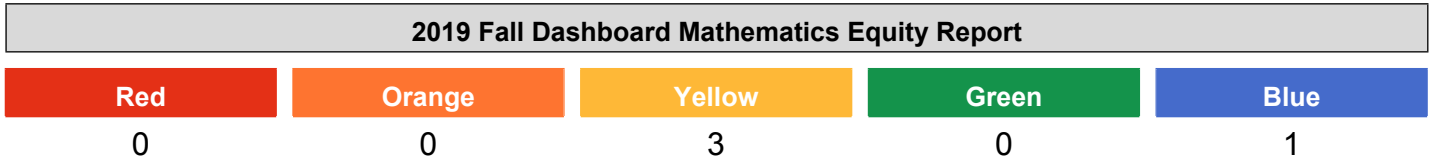
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>17.1 points below standard</p> <p>Increased ++12.9 points</p> <p>200</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>49.2 points below standard</p> <p>Increased ++8.9 points</p> <p>112</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>50.7 points below standard</p> <p>Increased ++12.7 points</p> <p>117</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>129.2 points below standard</p> <p>Increased ++10.3 points</p> <p>15</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.2 points below standard Increased ++7.1 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Blue 53.7 points above standard Increased Significantly ++17.2 points 42

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.4 points below standard Increased ++8.2 points 63	3.9 points below standard Increased ++6.4 points 49	20.8 points above standard Increased ++9.9 points 84

**Conclusions based on this data:**

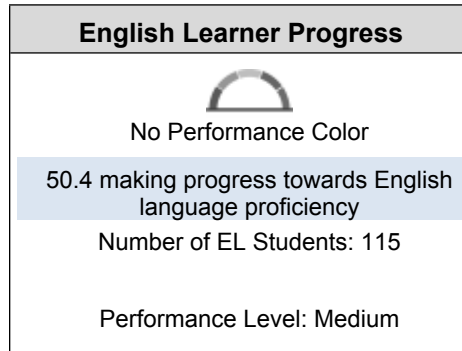
1. English learners increased in their Math performance. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged increased in their Math performance. There is still more progress to be made to close the gap between all students.
3. Students with disabilities increased in their Math performance. There is still more progress to be made to reduce the gap between SWD and all students.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.7	27.8	6.0	44.3

#### Conclusions based on this data:

1. 44.3% of students improved at least one language level.
2. Approximately 21% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification.
3. Approximately 22% of English learners declined one language level.

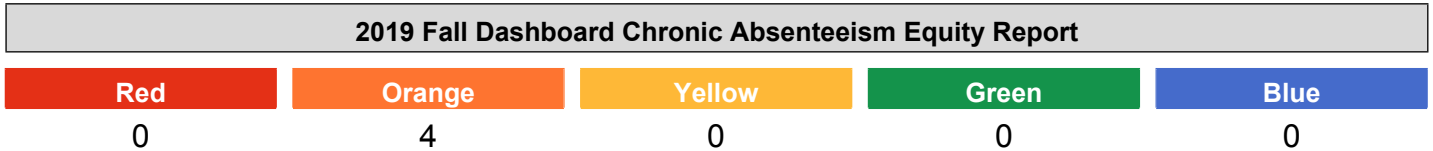
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7.3 Increased +2.5 371	<p><b>English Learners</b></p>  Orange 7.1 Increased Significantly +3.5 155	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8.8 Increased Significantly +3.4 216	<p><b>Students with Disabilities</b></p>  No Performance Color 17.2 Increased +10.1 29



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.7 Increased +3 255	 No Performance Color 12.5 Increased +5.8 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 5.4 Increased +1.8 92

**Conclusions based on this data:**

1. Chronic absenteeism has increased (orange) and is an area of focus.
2. Students identified as socioeconomically disadvantaged have a slightly higher proportion of students with chronic absenteeism.
3. Students identified with a disability have a higher proportion of students with chronic absenteeism.

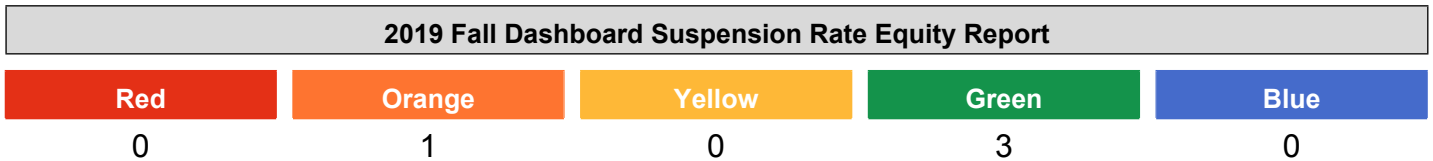
# School and Student Performance Data

## Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>2.4</p> <p>Declined Significantly -1.5</p> <p>374</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1.3</p> <p>Declined Significantly -2.8</p> <p>158</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.8</p> <p>Declined Significantly -2.6</p> <p>217</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>6.9</p> <p>Increased +3.3</p> <p>29</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 Declined Significantly -2.7 258	 No Performance Color 0 Maintained 0 16		 Orange 4.3 Increased +1.9 92

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	2.4

**Conclusions based on this data:**

1. Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.
2. Students identified as socioeconomically disadvantaged are suspended at a higher rate than the overall group.
3. Students identified as Homeless are suspended at a higher rate than the overall group.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Language Development

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

## Goal 1

All English Language Learners will show growth in English Language Development as measured by ELPAC and local assessments. Growth in ELD will support academic improvement in English language arts and mathematics.

## Identified Need

STAR 360 data indicate that English Learners are making little to no progress and remaining at an intensive level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2019 Data</p> <p>Kindergarten 17% Exceeded 17% Met 26% Nearly Met 32% Not Met 8% no data</p> <p>First Grade 4% Exceeded 0% Met 4% Nearly Met 7% Not Met 85% no data</p> <p>March 2020 Data</p> <p>Kindergarten 28% Exceeded 22% Met 29% Nearly Met 10% Not Met 10% no data</p> <p>First Grade 4% Exceeded 0% Met 4% Nearly Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>7% Not Met 85% no data</p> <p>Fall 2020 Data Kindergarten 38% Exceeded 22% Met 19% Nearly Met 16% Not Met 6% no data First Grade 30% Exceeded 23% Met 19% Nearly Met 28% Not Met 2% no data</p>	
<p>STAR 360 - Spring Data Early Literacy – Growth</p>	<p>Spring 2019 Data</p> <p>Kindergarten 40% Exceeded 21% Met 34% Not Met 6% no data First Grade 36% Exceeded 10% Met 14% Nearly Met 40% No data</p> <p>March 2020 Data Kindergarten % Exceeded % Met % Not Met % no data First Grade 4% Exceeded 0% Met 4% Nearly Met 7% Not Met 85% no data</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).</p>
<p>STAR 360 - Spring Data Reading – Proficiency</p>	<p>Spring 2019 Data</p> <p>Second Grade 39% Exceeded 22% Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>12% Nearly Met  16% Not Met  10% no data  Third Grade  29% Exceeded  21% Met  15% Nearly Met  31% Not Met  4% no data  Fourth Grade  21% Exceeded  21% Met  23% Nearly Met  35% Not Met  0% no data  Fifth Grade  21% Exceeded  23% Met  23% Nearly Met  29% Not Met  4% no data  Sixth Grade  17% Exceeded  20% Met  31% Nearly Met  32% Not Met  0% no data</p> <p>March 2020 Data  First Grade  36% Exceeded  13% Met  13% Nearly Met  33% Not Met  5% no data  Second Grade  46% Exceeded  17% Met  11% Nearly Met  25% Not Met  0% no data  Third Grade  41% Exceeded  20% Met  16% Nearly Met  16% Not Met  6% no data  Fourth Grade  34% Exceeded  34% Met</p>	<p>Decrease the number of students not meeting proficiency to less than 15%.  Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>9% Nearly Met  21% Not Met  2% no data  Fifth Grade  20% Exceeded  16% Met  23% Nearly Met  32% Not Met  9% no data  Sixth Grade  12% Exceeded  22% Met  20% Nearly Met  44% Not Met  2% no data</p> <p>Fall 2020 Data  Second Grade  32% Exceeded  5% Met  17% Nearly Met  46% Not Met  2% no data  Third Grade  20% Exceeded  27% Met  18% Nearly Met  35% Not Met  2% no data  Fourth Grade  34% Exceeded  16% Met  11% Nearly Met  39% Not Met  0% no data  Fifth Grade  21% Exceeded  23% Met  21% Nearly Met  35% Not Met  2% no data  Sixth Grade  15% Exceeded  30% Met  23% Nearly Met  32% Not Met  2% no data</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Reading - Growth	Spring 2019 Data  Second Grade 33% Exceeded 27% Met 39% Not Met 2% no data Third Grade 33% Exceeded 21% Met 46% Not Met 0% no data Fourth Grade 31% Exceeded 6% Met 63% Not Met 0% no data Fifth Grade 35% Exceeded 19% Met 46% Not Met 0% no data Sixth Grade 44% Exceeded 17% Met 39% Not Met 0% no data  March 2020 Data First Grade 42% Exceeded 31% Met 22% Not Met 5% no data Second Grade 62% Exceeded 8% Met 29% Not Met 2% no data Third Grade 45% Exceeded 16% Met 33% Not Met 6% no data Fourth Grade 38% Exceeded 11% Met 49% Not Met 2% no data Fifth Grade	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	23% Exceeded 7% Met 61% Not Met 9% no data Sixth Grade 26% Exceeded 12% Met 60% Not Met 2% no data	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	Spring 2019 Data  Third Grade 26% Exceeded 22% Met 28% Nearly Met 24% Not Met Fourth Grade 25% Exceeded 25% Met 17% Nearly Met 33% Not Met Fifth Grade 20% Exceeded 37% Met 13% Nearly Met 30% Not Met Sixth Grade 23% Exceeded 37% Met 26% Nearly Met 14% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.
ELPAC Data	50.4% of the 115 English learners made progress on their English learner goals. This is identified as "medium" progress on the CA Dashboard.  44.3% progressed one level 6.0% maintained a level 4 27.8% maintained a level 1, 2L, 2H, 3L or 3H 21.7% decreased one level	Increase the number of students improving one level of English learner progress, or maintaining a level 4, by at least 5%. Decrease the number of students decreasing a level of English learner level of progress to less than 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation within the class environment. Teachers will participate in professional development to support their skills in data analysis and knowledge of effective PLC teams.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners at La Patera School will be served by this strategy.

#### Strategy/Activity

Use ELlevation for all teachers and staff to identify who English Learners are and what specific ELPAC scores they have in the domain areas of reading, writing, listening, and speaking.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Teachers will set reading goals for EL students on STAR 360 Early Literacy/Reading (100 points for on/above grade level or 150 intervention/strategic needs) and teachers will meet in their Professional Learning Communities to review and monitor STAR 360 data of ELs to better understand their learning needs.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

Teachers will review grade level ELPAC assessment to more deeply understand task expectations of English learners. Practice integrate language objectives in core lessons.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Grade level Professional Learning Communities (PLCs) met weekly to analyze student data, Common Formative Assessments, and identify areas for intervention and extension. PLCs discussed best instructional strategies and curriculum implementation. PLCs identified professional practice goals: they researched identified goals and implemented goals into their practice. A team of eight teachers attended a Professional Learning Community Institute. Grade level teams are more significantly in alignment as a result of their work in the Professional Learning Communities. We will continue this work and we expect to see improvement on State and local assessments as an outcome of these efforts. Teachers continue to administer the STAR 360 benchmark assessments to support data analysis and strive to minimize the number of students with no test data. Overall, grade level teams increased the number of students meeting and exceeding proficiency, although there is still significant gains to be made. The number of students not meeting standards is significantly reduced in primary grades and making progress in upper grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significant difference between the intended implementation of the budget and the expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our next steps will be to continue to work as Professional Learning Communities to identify our English Language Learners and their current language acquisition levels on the ELPAC. Grade level Professional Learning Communities will set specific goals for English Language Learners and monitor their progress throughout the school year. Our English Language Learners are being assessed by a new State assessment, the ELPAC; grade level Professional Learning Communities will examine a Practice ELPAC assessment and identify key vocabulary and the types of questions that English Language Learner students are being asked to demonstrate their knowledge. We expect by closely monitoring our English Learners and their progress, that our English Learners will meet their targeted goals in ELA and make progress in their language development as measured by the ELPAC.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Social/Emotional

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

## Goal 2

All students will develop self-awareness and self-regulation skills to achieve academic and school success.

## Identified Need

Staff has identified a significant number of students with social emotional challenges that are impeding academic achievement progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2019 Data</p> <p>Kindergarten 17% Exceeded 17% Met 26% Nearly Met 32% Not Met 8% no data</p> <p>First Grade 4% Exceeded 0% Met 4% Nearly Met 7% Not Met 85% no data</p> <p>March 2020 Data</p> <p>Kindergarten %Exceeded %Met % Nearly Met % Not Met % no data</p> <p>First Grade % Exceeded % Met % Nearly Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>% Not Met % no data</p> <p>Fall 2020 Data Kindergarten 38% Exceeded 22% Met 19% Nearly Met 16% Not Met 6% no data First Grade 30% Exceeded 23% Met 19% Nearly Met 28% Not Met 2% no data</p>	
<p>STAR 360 - Spring Data Early Literacy – Growth</p>	<p>Spring 2019 Data</p> <p>Kindergarten 40% Exceeded 21% Met 34% Not Met 6% no data First Grade 36% Exceeded 10% Met 14% Nearly Met 40% No data</p> <p>March 2020 Data Kindergarten % Exceeded % Met % Not Met % no data First Grade 4% Exceeded 0% Met 4% Nearly Met 7% Not Met 85% no data</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).</p>
<p>STAR 360 - Spring Data Reading – Proficiency</p>	<p>Spring 2019 Data</p> <p>Second Grade 39% Exceeded</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>22% Met  12% Nearly Met  16% Not Met  10% no data  Third Grade  29% Exceeded  21% Met  15% Nearly Met  31% Not Met  4% no data  Fourth Grade  21% Exceeded  21% Met  23% Nearly Met  35% Not Met  0% no data  Fifth Grade  21% Exceeded  23% Met  23% Nearly Met  29% Not Met  4% no data  Sixth Grade  17% Exceeded  20% Met  31% Nearly Met  32% Not Met  0% no data</p> <p>March 2020 Data  First Grade  36% Exceeded  13% Met  13% Nearly Met  33% Not Met  5% no data  Second Grade  46% Exceeded  17% Met  11% Nearly Met  25% Not Met  0% no data  Third Grade  41% Exceeded  20% Met  16% Nearly Met  16% Not Met  6% no data  Fourth Grade  34% Exceeded</p>	<p>measured by the Star Reading).</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

34% Met  
 9% Nearly Met  
 21% Not Met  
 2% no data  
 Fifth Grade  
 20% Exceeded  
 16% Met  
 23% Nearly Met  
 32% Not Met  
 9% no data  
 Sixth Grade  
 12% Exceeded  
 22% Met  
 20% Nearly Met  
 44% Not Met  
 2% no data

Fall 2020 Data  
 Second Grade  
 32% Exceeded  
 5% Met  
 17% Nearly Met  
 46% Not Met  
 2% no data  
 Third Grade  
 20% Exceeded  
 27% Met  
 18% Nearly Met  
 35% Not Met  
 2% no data  
 Fourth Grade  
 34% Exceeded  
 16% Met  
 11% Nearly Met  
 39% Not Met  
 0% no data  
 Fifth Grade  
 21% Exceeded  
 23% Met  
 21% Nearly Met  
 35% Not Met  
 2% no data  
 Sixth Grade  
 15% Exceeded  
 30% Met  
 23% Nearly Met  
 32% Not Met  
 2% no data



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	Spring 2019 Data  Third Grade 26% Exceeded 22% Met 28% Nearly Met 24% Not Met Fourth Grade 25% Exceeded 25% Met 17% Nearly Met 33% Not Met Fifth Grade 20% Exceeded 37% Met 13% Nearly Met 30% Not Met Sixth Grade 23% Exceeded 37% Met 26% Nearly Met 14% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to determine essential learning in Second Step Program. They will use the identified essential learning as the basis for Tier I instruction, scaffolding, and differentiation in class. Develop guaranteed & viable social/emotional curriculum by identifying essential standards in Second Step. (boulders/rocks/butterflies) .

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

Implement Second Step lessons at least weekly. School psychologist will support implementation through strategies such as check-ins, coaching, and co-teaching. Principal and staff will monitor and discuss success of implementation each trimester.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

The School Office Assistant (SOA) and principal will establish system of reviewing attendance data regularly. Students with low attendance issues communicated to families, teachers, psychologist and learning center teacher for further support. Students with major attendance issues will be referred to pupil services.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

The Principal will work with staff to identify a leadership team to participate in the Positive Behavior Intervention System (PBIS) training for La Patera in the 2021-2022 school year.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

#### Strategy/Activity

School Office Assistant (SOA) and principal will establish a system of reviewing student attendance data regularly. Students with low attendance issues will be communicated to families, teachers, psychologist and learning center teacher for further support. Students with major attendance issues will be referred to pupil services.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at La Patera School, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Establish an on-site ASES afterschool program to support student safety, education, and enrichment.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional Learning Communities (PLCs) met throughout the school year and identified Essential Standards in math. Grade level teams began mapping out math units highlighting the Essential Standards in each unit and identified when to administer the Common Formative Assessments (CFAs). Grade level teams administered a minimum of two Common Formative Assessments (CFAs) in each math unit. Grade level teams communicated Essential Standards to special education teachers and families to support focused intervention. Student benchmark progress demonstrates continued need for scaffolding to support grade level proficiency in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastically material differences in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Although math progress is still a goal, teachers and staff identify social/emotional needs in students as taking a significant amount of instructional time. Student social/emotional needs are impacting student attendance, ability to complete work, engage in instruction, and achieve academically. Teachers and staff believe an intentional focus on teaching social/emotional foundational skills to students will reduce the amount of instructional time teachers are attending to students' social/emotional needs and will positively impact student attendance and academic achievement.

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Celeste Darga	Principal
Jessica Morgan	Classroom Teacher
Mojdeh Senzamici	Classroom Teacher
Sookie LeMahieu	Classroom Teacher
Yesenia Alvarado	Other School Staff
Chrystal Allen	Parent or Community Member
Rya Carpenter	Parent or Community Member
Sébastien Cuendet	Parent or Community Member
Y-Quyen Rosenberger	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/11/2020.

**Attested:**



Principal, Celeste Darga on 12/11/2020

SSC Chairperson, Chairperson: on 12/11/2020