School Year: **2023-24**

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	September 19, 2023	October 25, 2023

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
Additional Targeted Support and Improvement
Students with disabilities for academics and attendance

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. La Patera is a Title I school that provides Tier 3 intervention with a 1.0 Learning Center Teacher (LCT) for students needing more support. Extra support is also provided for students with IEPs in the area of attendance and academics for increased growth. Additional support is also

provided for Multilingual Learners identified as Long-term English Learners (LTELs) by an interventionist.

Additionally, goal 5 of this school plan was added to identify actions to address our school's need to provide additional targeted support and improvement (ATSI) for students who have an individualized educational plan (IEP) due to very low math and language arts performance and very high chronic absenteeism. Actions in goal 5 include strategies to address both academics and absenteeism.

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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 Multilingual Learner Needs Assessment survey. This survey will be sent out both digitally and hard copy in English and Spanish. Results of this survey will be shared with the La Patera School English Learner Advisory Council. Additionally, all students in 2nd and 6th grade complete a school survey. We also seek additional input from staff, SSC, ELAC, and site leadership during LCAP and SPSA input sessions.

Classroom Observations

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

Principal regularly observes classrooms formally and informally to assess school needs and give feedback to personnel. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement. Principal specifically looks for evidence of engaging direct instruction, small group differentiation, essential standards being taught, visible learning targets, and student choice. Additionally, the principal is supported by the Santa Barbara County's Director of Literacy and Language support, and together they provide professional development and participate in observations together to improve Designated and Integrated English-Language Development. Site Principals also participate in observations with the Assistant Superintendents and Superintendent.

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. The data is shared with parents and analyzed as part of the PLC process.

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 and DIBELS assessments on a regular scheduled basis, beginning in September and ending in May. Additionally, students take common formative assessments in Math and English Language Arts, along with the summative assessments their teacher elects to use. 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 to differentiate for the school site during staff meetings and PLC meetings. All teachers set a professional practice goal with their site principal, tied to their school plan and District LCAP, and track their professional goal progress over the course of the year. Additional support is available as needed, also. La Patera has a 1.0 Literacy Coach who will support staff development around reading fluency, phonics, small group differentiation and all things related to the Science of Reading. The principal is also supported by the Santa Barbara County's Director of Literacy and Language support, and together they visit Professional Learning Community grade level teams, provide professional development in staff meetings, and participate in observations together to improve Designated and Integrated English-Language Development.

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 and participate in vertical articulation. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning team (PLT). Support staff have designated time in their schedules every trimester to accommodate meeting with teachers during their PLT, 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 and identify essential standards and learning targets for Tier 1 core instruction. This PLC work also guides teachers to at their respective grade levels to target interventions. 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 is part of the daily schedule.

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, Social Studies, and Social-Emotional Learning curriculum. Differentiation strategies and materials are available to students.

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, Science, and Second Step SEL curriculum.

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. As a PLC, principal, teachers, and staff will monitor student academic progress and social behaviors of all student groups. Grade level PLCs will regularly monitor the growth of different student groups (i.e. Multilingual Learners, neurodiverse students, BIPOC students) to determine which students require Tier 2 and 3 intervention supports. They will monitor effectiveness of programs through PLC work and evaluation of monthly DIBELS and benchmark STAR 360 assessments.

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, expanded learning 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), Multilingual Learner Needs Assessment, and School Site Council 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.

Educational Partner 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 educational partners 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. Interpretation and translation is provided to all families speaking English as a second language at all ELAC and PTA meetings to ensure equity and access. For all site committees and organizations we seek to increase diversity and encourage community members to apply for district and site positions on DELAC, DAC, SSC, ELAC, PTA, and GES to name a few.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	47	68	58
Grade 1	45	42	54
Grade 2	43	50	47
Grade3	49	55	47
Grade 4	38	62	56
Grade 5	45	50	67
Grade 6	49	52	47
Total Enrollment	316	379	376

Conclusions based on this data:

1. La Patera was observing a decline in enrollment in 2019-2021. However, enrollment has stabilized since 2021.
2. More neighborhood families are enrolling their children in La Patera instead of seeking private school alternatives.
3. It should be noted that La Patera has an increased in enrollment in TK and Kindergarten, with two TK classes and three Kindergarten classes for the 2023-24 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	102	124	112	32.3%	32.7%	29.8%
Fluent English Proficient (FEP)	33	28	41	10.4%	7.4%	10.9%
Reclassified Fluent English Proficient (RFEP)	6			5.9%		19.8%

Conclusions based on this data:

1. The percentage of English Learners at La Patera School has remained relatively steady at approximately 30%.
2. Preliminary data indicates the 2022-2023 Reclassification Rate was 19.8 % compared to the previous year 2021-2022 at 5.1%
3. English Learner progress in the district is categorized as "medium progress" and La Patera's performance on the Summative ELPAC for 22-23 was an average 2.94 score out of a possible 4. This was the highest score in the district.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	57	47	0	55	46	0	55	46	0.0	96.5	97.9
Grade 4	32	63	57	0	61	57	0	61	57	0.0	96.8	100.0
Grade 5	44	48	65	0	48	64	0	48	64	0.0	100.0	98.5
Grade 6	44	53	49	0	52	49	0	52	49	0.0	98.1	100.0
All Grades	168	221	218	0	216	216	0	216	216	0.0	97.7	99.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2392.	2446.		20.00	30.43		14.55	28.26		23.64	21.74		41.82	19.57
Grade 4		2475.	2448.		32.79	28.07		14.75	19.30		21.31	19.30		31.15	33.33
Grade 5		2510.	2523.		25.00	31.25		29.17	23.44		18.75	20.31		27.08	25.00
Grade 6		2571.	2565.		38.46	28.57		23.08	42.86		25.00	20.41		13.46	8.16
All Grades	N/A	N/A	N/A		29.17	29.63		19.91	27.78		22.22	20.37		28.70	22.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.55	28.26		52.73	60.87		32.73	10.87
Grade 4		24.59	17.54		54.10	63.16		21.31	19.30
Grade 5		22.92	28.13		60.42	59.38		16.67	12.50
Grade 6		40.38	18.37		44.23	69.39		15.38	12.24
All Grades		25.46	23.15		52.78	62.96		21.76	13.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09	15.22		54.55	67.39		36.36	17.39
Grade 4		21.31	8.77		50.82	56.14		27.87	35.09
Grade 5		18.75	26.56		60.42	48.44		20.83	25.00
Grade 6		38.46	30.61		36.54	53.06		25.00	16.33
All Grades		21.76	20.37		50.46	55.56		27.78	24.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.91	15.22		80.00	71.74		9.09	13.04
Grade 4		9.84	8.77		80.33	75.44		9.84	15.79
Grade 5		25.00	15.63		60.42	76.56		14.58	7.81
Grade 6		30.77	16.33		61.54	79.59		7.69	4.08
All Grades		18.52	13.89		71.30	75.93		10.19	10.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.91	17.39		60.00	67.39		29.09	15.22
Grade 4		27.87	15.79		62.30	59.65		9.84	24.56
Grade 5		25.00	29.69		54.17	64.06		20.83	6.25
Grade 6		28.85	30.61		65.38	61.22		5.77	8.16
All Grades		23.15	23.61		60.65	62.96		16.20	13.43

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 the 2019-2020 and 2020-2021 school years.
2. Data from SBAC shows overall percentage of students who met and exceeded standards increased by almost 10% (from 49% in 2022 to ~58% in 2023). SBAC scores continue to be lower than our local Star 360 scores and actions will be taken to address this issue.
3. Actions will be taken to ensure we are meeting the educational needs of our students who identify as Latinx, particularly in the area of ELA.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	57	47	0	57	46	0	57	46	0.0	100.0	97.9
Grade 4	32	63	57	0	63	57	0	63	57	0.0	100.0	100.0
Grade 5	44	48	65	0	48	65	0	48	65	0.0	100.0	100.0
Grade 6	44	53	50	0	53	50	0	53	50	0.0	100.0	100.0
All Grades	168	221	219	0	221	218	0	221	218	0.0	100.0	99.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.	2438.		10.53	19.57		28.07	36.96		26.32	21.74		35.09	21.74
Grade 4		2448.	2451.		14.29	14.04		15.87	28.07		34.92	26.32		34.92	31.58
Grade 5		2480.	2480.		18.75	15.38		10.42	16.92		31.25	26.15		39.58	41.54
Grade 6		2536.	2538.		28.30	28.00		18.87	22.00		26.42	26.00		26.42	24.00
All Grades	N/A	N/A	N/A		17.65	18.81		18.55	25.23		29.86	25.23		33.94	30.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.04	26.09		45.61	47.83		40.35	26.09
Grade 4		14.29	17.54		47.62	50.88		38.10	31.58
Grade 5		12.50	12.31		45.83	46.15		41.67	41.54
Grade 6		20.75	26.00		49.06	42.00		30.19	32.00
All Grades		15.38	19.72		47.06	46.79		37.56	33.49

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.05	28.26		45.61	54.35		33.33	17.39
Grade 4		14.29	21.05		50.79	45.61		34.92	33.33
Grade 5		18.75	18.46		52.08	50.77		29.17	30.77
Grade 6		20.75	22.00		52.83	62.00		26.42	16.00
All Grades		18.55	22.02		50.23	52.75		31.22	25.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.05	23.91		50.88	56.52		28.07	19.57
Grade 4		15.87	19.30		52.38	54.39		31.75	26.32
Grade 5		12.50	15.38		58.33	50.77		29.17	33.85
Grade 6		18.87	22.00		64.15	60.00		16.98	18.00
All Grades		17.19	19.72		56.11	55.05		26.70	25.23

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 the 2019-2020 and 2020-2021 school years.
2. SBAC data suggests the overall percentage of students who met or exceeded grade level standards increased by almost 10% (36.2 % in 2022 to 44.7%in 2023). SBAC scores are still lower than our local Star 360 data and actions will be taken to address this issue.
3. Actions will be taken to ensure we are meeting the educational needs of our students who identify as Latinx, particularly in the area of Math.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1420.6	1430.2	*	1432.5	1438.1	*	1392.2	1411.9	10	26	22
1	1447.3	1444.7	1469.3	1474.1	1456.9	1498.0	1419.8	1432.0	1440.2	19	11	21
2	1479.8	1506.5	1500.0	1489.9	1516.7	1505.5	1469.4	1495.9	1494.0	13	15	12
3	1491.4	1478.6	*	1504.0	1482.0	*	1478.1	1474.7	*	16	17	10
4	1541.7	1521.1	1510.8	1558.2	1528.6	1517.9	1524.9	1513.1	1503.4	13	26	14
5	1504.5	1567.5	1557.2	1501.1	1562.9	1551.7	1507.3	1571.5	1562.3	12	16	18
6	1508.7	1563.7	1590.2	1501.3	1564.4	1603.7	1515.3	1562.4	1576.2	12	13	13
All Grades										95	124	110

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69	13.64	*	34.62	50.00	*	46.15	31.82	*	11.54	4.55	*	26	22
1	5.26	0.00	9.52	31.58	54.55	47.62	57.89	36.36	42.86	5.26	9.09	0.00	19	11	21
2	7.69	26.67	25.00	53.85	53.33	41.67	30.77	13.33	33.33	7.69	6.67	0.00	13	15	12
3	12.50	17.65	*	37.50	11.76	*	37.50	52.94	*	12.50	17.65	*	16	17	*
4	53.85	26.92	7.14	38.46	46.15	57.14	7.69	15.38	28.57	0.00	11.54	7.14	13	26	14
5	8.33	43.75	55.56	50.00	50.00	27.78	25.00	6.25	5.56	16.67	0.00	11.11	12	16	18
6	16.67	46.15	84.62	25.00	46.15	7.69	41.67	0.00	7.69	16.67	7.69	0.00	12	13	13
All Grades	16.84	23.39	28.18	37.89	41.13	41.82	35.79	25.81	24.55	9.47	9.68	5.45	95	124	110

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	11.54	22.73	*	42.31	36.36	*	38.46	36.36	*	7.69	4.55	*	26	22
1	31.58	36.36	38.10	42.11	18.18	57.14	26.32	36.36	4.76	0.00	9.09	0.00	19	11	21
2	38.46	40.00	50.00	30.77	53.33	33.33	23.08	6.67	16.67	7.69	0.00	0.00	13	15	12
3	37.50	23.53	*	43.75	41.18	*	12.50	23.53	*	6.25	11.76	*	16	17	*
4	92.31	57.69	50.00	7.69	30.77	35.71	0.00	7.69	14.29	0.00	3.85	0.00	13	26	14
5	41.67	81.25	61.11	25.00	12.50	22.22	16.67	6.25	5.56	16.67	0.00	11.11	12	16	18
6	25.00	76.92	84.62	41.67	15.38	15.38	16.67	7.69	0.00	16.67	0.00	0.00	12	13	13
All Grades	41.05	44.35	47.27	35.79	32.26	35.45	15.79	18.55	12.73	7.37	4.84	4.55	95	124	110

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	3.85	4.55	*	23.08	45.45	*	50.00	31.82	*	23.08	18.18	*	26	22
1	0.00	0.00	0.00	15.79	45.45	33.33	42.11	9.09	52.38	42.11	45.45	14.29	19	11	21
2	0.00	13.33	16.67	46.15	53.33	25.00	23.08	20.00	41.67	30.77	13.33	16.67	13	15	12
3	0.00	5.88	*	18.75	23.53	*	62.50	23.53	*	18.75	47.06	*	16	17	*
4	7.69	11.54	0.00	30.77	23.08	28.57	61.54	38.46	64.29	0.00	26.92	7.14	13	26	14
5	0.00	31.25	33.33	25.00	37.50	27.78	58.33	31.25	27.78	16.67	0.00	11.11	12	16	18
6	0.00	30.77	23.08	16.67	30.77	69.23	50.00	30.77	7.69	33.33	7.69	0.00	12	13	13
All Grades	1.05	12.90	11.82	25.26	31.45	35.45	48.42	32.26	40.00	25.26	23.39	12.73	95	124	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	19.23	36.36	*	73.08	45.45	*	7.69	18.18	*	26	22
1	26.32	36.36	61.90	68.42	54.55	38.10	5.26	9.09	0.00	19	11	21
2	30.77	33.33	33.33	46.15	66.67	66.67	23.08	0.00	0.00	13	15	12
3	31.25	23.53	*	50.00	52.94	*	18.75	23.53	*	16	17	*
4	76.92	69.23	21.43	23.08	23.08	78.57	0.00	7.69	0.00	13	26	14
5	8.33	31.25	33.33	75.00	62.50	50.00	16.67	6.25	16.67	12	16	18
6	8.33	38.46	46.15	50.00	61.54	53.85	41.67	0.00	0.00	12	13	13
All Grades	30.53	37.10	38.18	53.68	54.84	53.64	15.79	8.06	8.18	95	124	110

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69	18.18	*	84.62	68.18	*	7.69	13.64	*	26	22
1	26.32	27.27	38.10	73.68	45.45	61.90	0.00	27.27	0.00	19	11	21
2	46.15	66.67	58.33	53.85	33.33	33.33	0.00	0.00	8.33	13	15	12
3	56.25	29.41	*	37.50	58.82	*	6.25	11.76	*	16	17	*
4	76.92	50.00	64.29	23.08	42.31	35.71	0.00	7.69	0.00	13	26	14
5	58.33	93.75	77.78	25.00	6.25	11.11	16.67	0.00	11.11	12	16	18
6	58.33	76.92	92.31	25.00	23.08	7.69	16.67	0.00	0.00	12	13	13
All Grades	49.47	46.77	56.36	44.21	45.97	37.27	6.32	7.26	6.36	95	124	110

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	3.85	13.64	*	84.62	81.82	*	11.54	4.55	*	26	22
1	5.26	27.27	19.05	57.89	36.36	57.14	36.84	36.36	23.81	19	11	21
2	15.38	13.33	16.67	61.54	73.33	75.00	23.08	13.33	8.33	13	15	12
3	0.00	5.88	*	62.50	41.18	*	37.50	52.94	*	16	17	*
4	0.00	23.08	7.14	84.62	34.62	57.14	15.38	42.31	35.71	13	26	14
5	0.00	37.50	38.89	83.33	62.50	50.00	16.67	0.00	11.11	12	16	18
6	0.00	30.77	23.08	41.67	46.15	69.23	58.33	23.08	7.69	12	13	13
All Grades	3.16	18.55	19.09	65.26	55.65	64.55	31.58	25.81	16.36	95	124	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	26.92	31.82	*	42.31	45.45	*	30.77	22.73	*	26	22
1	0.00	0.00	0.00	52.63	81.82	76.19	47.37	18.18	23.81	19	11	21
2	0.00	20.00	33.33	69.23	73.33	58.33	30.77	6.67	8.33	13	15	12
3	0.00	17.65	*	75.00	52.94	*	25.00	29.41	*	16	17	*
4	23.08	19.23	7.14	69.23	57.69	85.71	7.69	23.08	7.14	13	26	14
5	0.00	50.00	38.89	75.00	43.75	55.56	25.00	6.25	5.56	12	16	18
6	16.67	30.77	53.85	66.67	61.54	46.15	16.67	7.69	0.00	12	13	13
All Grades	7.37	24.19	25.45	64.21	56.45	61.82	28.42	19.35	12.73	95	124	110

Conclusions based on this data:

1. In Spring 2023, approximately 28.4% of English learner students achieved an overall score of Level 4, one criteria for reclassification, compared to Spring 2022, approximately 23% of English learner students achieved an overall score of Level 4. Approximately 20% of the students who took the ELPAC were able to be reclassified in 2023. The state dashboard comes out in December for the previous year, and we anticipate having updates and some changes at that time.
2. In 2022-2023, approximately 42.2% of English learner students assessed achieved an overall score of Level 3 and 24.8% received an overall score of Level 2, with 4.6% receiving a Level 1. Comparatively, in 2021-2022, approximately 41% of English learner students assessed achieved an overall score of Level 3 and 26% received an overall score of Level 2, with 10% receiving a Level 1.
3. The oral language speaking domains are much better developed than students' listening, reading and writing. Listening was the identified area of need across the grade levels.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
379	**40.9**	**32.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in La Patera Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	32.7
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	155	40.9
Students with Disabilities	26	6.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	6	1.6
Filipino	1	0.3
Hispanic	218	57.5
Two or More Races	22	5.8
Pacific Islander		
White	132	34.8

Conclusions based on this data:

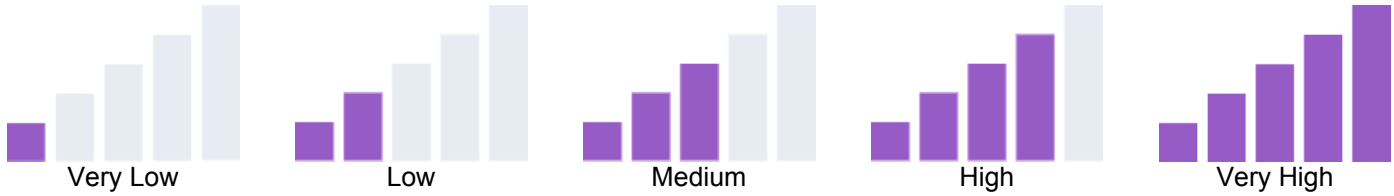
1. Approximately 41% of students attending La Patera are socioeconomically disadvantaged.
2. Approximately 33% of students are identified as English learners. This percentage of language learners is one of the highest in the District.
3. About 7% enrolled are students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. The 2023 CA Dashboard has not come out yet, so we anticipate updates and changes at that time.
2. For the 2022 CA Dashboard, students scored medium in English language arts and low in math.
3. For the 2022 CA Dashboard, English learner progress was medium.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

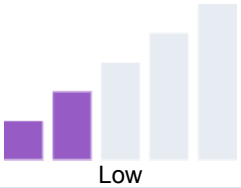
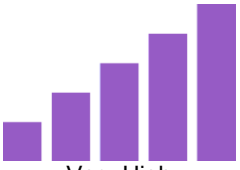
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
3.0 points above standard	40.2 points below standard	
211 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	36.3 points below standard	73.6 points below standard
	86 Students	21 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 4 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 39.8 points below standard 120 Students	No Performance Level 56.1 points above standard 11 Students		 Very High 57.2 points above standard 75 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.4 points below standard	36.8 points above standard	33.1 points above standard
56 Students	30 Students	122 Students

Conclusions based on this data:

1. English learners maintained their English language arts/literacy performance, there is still more progress to be made to close the gap between all students, especially in the student groups; Latinx and Sped. The 2023 CA Dashboard has not come out yet, so we anticipate updates and changes at that time.
2. 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, especially in the student groups; Latinx and Sped.
3. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

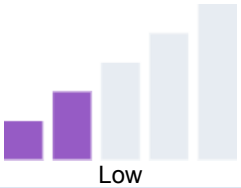
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
32.8 points below standard	76.8 points below standard	
211 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	70.7 points below standard	105.0 points below standard
	86 Students	21 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 4 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 75.5 points below standard 120 Students	No Performance Level 23.7 points above standard 11 Students		High 23.2 points above standard 75 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.6 points below standard 56 Students	26.8 points below standard 30 Students	2.8 points below standard 122 Students

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, especially in the student groups; Latinx and Sped. The 2023 CA Dashboard has not come out yet, so we anticipate updates and changes at that time.
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, especially in the student groups; Latinx and Sped.
3. Students with disabilities decreased 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

52.7 making progress towards English language proficiency

Number of EL Students: 91 Students

Performance Level: 3

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.

2022 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
18.7%	28.6%	7.7%	45.1%

Conclusions based on this data:

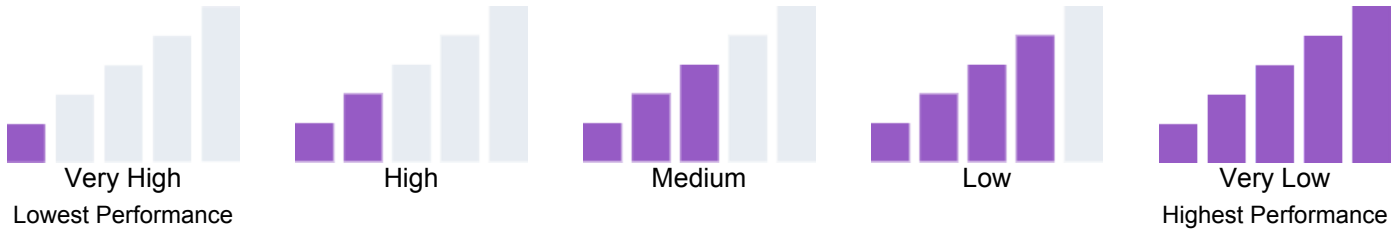
1. An initial preview of the upcoming 2023 ELPAC results shows that approximately 46% of students improved at least one ELPI language level compared to 45.1% in 2021-2022, shown here.
2. An initial preview of the upcoming 2023 ELPAC results show that approximately 28.4% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification, compared to 21% in 2021-2022, shown here.
3. An initial preview of the upcoming 2023 ELPAC results show that approximately 3% of our Multilingual Learners decreased one ELPI language level in 2022-2023 compared to 18.7% in 2021-2022, shown here.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

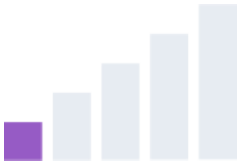
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	
15.8% Chronically Absent	20.6% Chronically Absent	
393 Students	136 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	22.9% Chronically Absent	34.3% Chronically Absent
2 Students	166 Students	35 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level Less than 11 Students 6 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 21.9% Chronically Absent 228 Students	No Performance Level 8.3% Chronically Absent 24 Students		Medium 6% Chronically Absent 134 Students

Conclusions based on this data:

1. According to our local attendance data, chronic absenteeism has decreased overall, but is still an area of focus, especially in the student groups; Latinx and SWD. We expect an update with reduced absenteeism on the 2023 CA Dashboard data in December for the 2022-2023 school year.
2. According to our local attendance data, students identified as Latinx have more absences, and are chronically absent more than other demographic groups.
3. According to our local attendance data, students identified with a disability (SWD) have the highest proportion of students with chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Medium	No Performance Level
0.5% suspended at least one day	1.4% suspended at least one day	Less than 11 Students
401 Students	138 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
Less than 11 Students	1.2% suspended at least one day	0% suspended at least one day
2 Students	169 Students	35 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	No Performance Level
		Less than 11 Students	Less than 11 Students
		6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		Very Low
0.9% suspended at least one day	0% suspended at least one day		0% suspended at least one day
233 Students	27 Students		134 Students

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present. Fewer students are suspended.
2. Positive Behavior Intervention and Supports (PBIS) and the creation of matrices of positive behavioral expectations across all settings have contributed to an increase in safe playground and classroom spaces.
3. Positive Behavior Intervention and Supports (PBIS) and the implementation of a school wide acknowledgement system have contributed to an increase in student engagement and decrease in office discipline referrals (ODRs).

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 Arts/ Literacy

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the SBAC and STAR 360 local assessments.

Identified Need

State SBAC assessments and local assessments (STAR 360) demonstrate a significant number of students not yet proficient/performing on grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	STAR 360 Early Literacy Proficiency Data Spring 2023 Kindergarten: Early Literacy Proficiency Overall At/Above = 87.5% Student Group by Ethnicity* Latinx = 88% White = 100% Above Benchmark = 83% At Benchmark = 5% On Watch = 5% Intervention = 3% Urgent Intervention = 5% *Only statistically significant student groups represented in data above. First Grade = Completed the STAR Reading Assessment _____ _____ _____	90% of all kindergarten students will perform at or above benchmark as measured by the early literacy assessment. Maintain the number of students needing intervention or urgent intervention in kindergarten to less than 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	STAR 360 Early Literacy Proficiency Data Spring 2022 Kindergarten: Early Literacy Proficiency Overall At/Above = 68% Student Group by Ethnicity* Latinx = 60% White = 93% Above Benchmark = 61% At Benchmark = 7% On Watch = 14% Intervention = 9% Urgent Intervention = 9% *Only statistically significant student groups represented in data above. First Grade = Completed the STAR Reading Assessment STAR 360 Early Literacy Proficiency Data Spring 2021 Kindergarten: Early Literacy Proficiency Overall At/Above = 57% Student Group by Ethnicity* Latinx = 33% White = 92% Above Benchmark = 47% At Benchmark = 10% On Watch = 17% Intervention = 17% Urgent Intervention = 10% *Only statistically significant student groups represented in data above. First Grade = Completed the STAR Reading Assessment	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Fall to Spring Growth	STAR 360 Early Literacy Growth Data Spring 2023 Kindergarten Overall Typical/Above Average Growth = 95 % High Growth = 77.5 % Typical Growth = 17.5 % Low Growth = 5 % Student Group by Ethnicity Latinx = 100% High/Typical Growth White = 100 % High/Typical Growth *Only statistically significant student groups represented in data above. _____ _____ _____ STAR 360 Early Literacy Growth Data Spring 2022 Kindergarten Overall Typical/Above Average Growth = 81.5% High Growth = 50% Typical Growth = 31.5% Low Growth = 18.5% Student Group by Ethnicity Latinx = 80.6% White = 100% *Only statistically significant student groups represented in data above. STAR 360 Early Literacy Growth Data Spring 2021 Kindergarten	All students will demonstrate typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall Typical/Above Average Growth = 42.9% High Growth = 19% Typical Growth = 23.8% Low Growth = 57.1% Student Group by Ethnicity Latinx = 50% White = 50% *Only statistically significant student groups represented in data above.	
STAR 360 - Spring Data Reading – Proficiency	STAR 360 Reading Proficiency Data Spring 2023 Overall At/Above Reading Proficiency = 67 % Student Groups by Ethnicity* Latinx = 52 % White = 88 % Above Benchmark = 56 % At Benchmark = 11 % On Watch = 10 % Intervention = 15 % Urgent Intervention = 9 % *Only statistically significant student groups represented in data above. _____ _____ _____ STAR 360 Reading Proficiency Data Spring 2022 Overall At/Above Reading Proficiency = 56% Student Groups by Ethnicity* Latinx = 39% White = 80%	Increase the number of students at or above benchmark proficiency in Reading as measured by the STAR 360 to 72% of total students. Increase the number of Latinx students at or above benchmark proficiency in Reading as measured by the STAR 360 to at least 57% of total Latinx students. Maintain the number of students needing intervention or urgent intervention to less than 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Only statistically significant student groups represented in data above. STAR 360 Reading Proficiency Data Spring 2021 Overall At/Above Reading Proficiency = 50% Student Groups by Ethnicity Latinx = 34% White 74% *Only statistically significant student groups represented in data above.	
STAR 360 - Spring Data Reading - Growth	STAR 360 Reading Growth Data Spring 2023 Overall Typical/Above Average Growth = 85 % High Growth = 58 % Typical Growth = 28 % Low Growth = 15 % Student Group by Ethnicity Latinx = 83 % White = 89 % *Only statistically significant student groups represented in data above. _____ _____ _____ STAR 360 Reading Growth Data Spring 2022 Overall Typical/Above Average Growth = 70% High Growth = 44% Typical Growth = 27%	All students will demonstrate typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low Growth = 30% Student Group by Ethnicity Latinx = 65% White = 80% *Only statistically significant student groups represented in data above. STAR 360 Reading Growth Data Spring 2021 Overall Typical/Above Average Growth = 61% High Growth = 32% Typical Growth = 29% Low Growth = 39% Student Group by Ethnicity Latinx = 58% White = 63% *Only statistically significant student groups represented in data above.	
SBAC - Spring Data (3rd-6th grades) Overall English Language Arts/Literacy Achievement	Spring 2023 Data Overall on grade level or above = 58% Standard Exceeded = 30% Standard Met = 28 % Standard Nearly Met = 20% Standard Not Met = 22 % Student Group by Ethnicity Latinx Met/Exceeded= 41% White Met/Exceeded= 76% _____ _____ _____ Spring 2022 Data Overall on grade level or above = 49% Standard Exceeded = 29% Standard Met = 20%	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5% to 63%. Decrease the number of students not meeting proficiency to less than 17%. Increase the number of proficient Latinx students and increase SBAC to at least 50% meeting and exceeding proficiency.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Nearly Met = 22% Standard Not Met = 29%	
ELPAC Data	Spring 2023 Data: 44 % of the 111 English learners made progress on their English learner goals. Level 4: 28 % Level 3: 43 % Level 2: 24 % Level 1: 5 % 37 % progressed one level 7 % increased two levels 28 % scored an overall level 4 3 % decreased one level _____ _____ _____ Spring 2022: 32% of the 124 English learners made progress on their English learner goals. 30 % progressed one level 2 % increased two levels 23 % scored an overall level 4 12 % decreased one level	All multilingual learners will increase one level on the ELPAC assessment. Minimize the number of students decreasing a level of English learner progress.

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 student groups, will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Community Teams (PLTs) will meet together regularly to analyze student data (including disaggregated data) and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, identifying grade level essential standards and direct instruction, developing and giving CFAs and Unit Planning following a common Scope & Sequence, scaffolding for learner needs,

and overall differentiation within the class environment. Teachers will participate in professional development to support their skills in literacy, 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)

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

Strategy/Activity

Progress Monitoring: Teachers will set reading fluency goals for students using DIBELS and will set reading goals for students using STAR 360 Early Literacy/Reading (using PR= percentile ranking/or SGP) and Accelerated Reader (AR). Growth reports will be utilized to track progress over time. Teachers will meet in their Professional Learning Community Teams to review and monitor DIBELS, STAR 360, and AR data to better understand their students' learning needs and to adjust their instruction. Accelerated Reader (AR) will be used in grades 2 through 6 to support independent reading goals and teachers will assist students in setting goals and tracking their progress. Additional support staff is utilized to decrease student: staff ratios during Tier 2 targeted instruction for students with strategic or intensive needs. Supplemental programs are being provided to support intervention and enrichment, including Lexia (Grades K-3), Accelerated Reader (Grades K-6), and Byrdseedtv (Grades K-6). Teachers and PLC teams will analyze student progress and usage data to improve student outcomes. Student progress will be communicated with parents regularly.

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 student groups, will be served by this strategy.

Strategy/Activity

Multi-Tiered Systems of Support (MTSS): For 2023-2024 teachers will ensure essential standards are the basis for Tier 1 and Tier 2 instructional blocks to support student progress as measured by common formative and benchmark assessments. Core instruction, scaffolding, and differentiation will happen in every classroom. Teachers will identify and clearly communicate learning targets for each essential standard. Teachers and site leadership will monitor progress of students as part of professional learning team and data team discussions. Tier 3 support will be provided by intervention specialists to focus on remediation. Teachers, principal, and site support staff will

communicate regarding student achievement and progress via shared intervention plans and will track progress monitoring data with Renaissance, Schoolzilla, and shared spreadsheets.

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: 2022-23

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.

Master scheduling and professional development supported the development of team collaboration and professional learning community work (PLCs). In 2022-2023, teachers met weekly in Professional Learning teams to analyze student data, discuss student progress and growth, and to share instructional strategies. PLC teams are becoming more aligned with each other, which supports uniform access to learning at high levels for all students. Overall, typical and high growth was achieved on the local assessments (Star 360) and more intentional PLC work is needed to additionally achieve high proficiency and high growth on SBAC and ELPAC, especially for our Latinx student group.

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 a Professional Learning Community to examine our Tier 1 core instruction more deeply, including what we can do to differentiate and scaffold within core instruction to support the success of all students. Additionally, we will work to explore Tier 2 intervention within the classroom, using small group, differentiated rotations. During 2023-2024 more intentional efforts and emphasis will be placed on closing the achievement gaps for La Patera's Multilingual-learner students and Latinx population. Staff is continuing to identify essential standards and learning targets to focus on teaching and learning during daily designated English Language Development and also during Integrated English Language Development. More time and attention has been given to designing more effective ELD lessons and to prepare students for the Summative ELPAC. Protected time in the master schedule has allowed teachers to analyze disaggregated data and discuss these student groups and their progress more often with their

weekly PLT. Additional support staff is provided to intervene when students are identified as long-term English-learners (LTELs) and more intensive 1:1 and 1:2 intervention is needed.

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 and Behavioral Learning (discontinuing this goal for 2023-24 year)

LEA/LCAP Goal

LCAP Goal 2: All students will increase their development of social, emotional, and behavioral skills to improve students' access to academic learning through a positive school climate.

Goal 2

All students will understand clear expectations across all settings to support the development of self-awareness and self-regulation skills to achieve academic and school success.

Identified Need

Anecdotal observation and input from staff, as well as the significant amount of support required from support staff, site leadership and district leadership to respond to discipline incidents indicates social emotional and behavioral challenges that impact students and their academic achievement, peer relationships, and overall well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office referrals & bus citations	2022-2023: Logged 29 Level 3 office discipline referrals (ODRs) 2021-2022: Logged 79+ Level 3 office discipline referrals (ODRs)	All Level 3 behavioral incidents requiring a response from site staff or leadership (ODR) will be recorded to establish baseline data
Master schedules, teacher feedback, and principal observations	One Second Step lesson is scheduled weekly, along with optional mindfulness lessons	All students receive at least one weekly Second Step lesson
Mini-Dessa	Fall 2023 Staff identified __ students out of 379??- __% with needs. # of the # were already being served with a 504, IEP, or MTSS SST process. # were identified as new concerns. _____ _____ _____ Fall 2022 Staff identified 42 students out of 379- 11% with needs. 26 of the 42 were already being	Mini-Dessa will be administered to establish baseline data regarding students' social-emotional needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	served with a 504, IEP, or MTSS SST process. 16 were identified as new concerns.	
Average daily attendance & chronic absenteeism	June 2023 Average Daily Attendance = 94.1 % Chronic Absence = 17.1 % Latinx = 19.7 % White = 12.3 % Sped = 32.4 % _____ _____ _____ May 2022 Average Daily Attendance = 93.7% Chronic Absence = 21.4% Latinx = 26.9% White = 11.2% Sped = 34.3 %	2022-2023 Average Daily Attendance Goal >95% Chronic Absence Goal <5%

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 student groups, will be served by this strategy.

Strategy/Activity

A team consisting of principal, school psychologist, and an upper and primary teacher will continue to participate in training on Positive Behavioral Interventions and Supports (PBIS) and will be in Year 3 of 3 for the 2023-2024 school year. The La Patera PBIS team, with input from site staff as needed, will utilize lessons learned from the PBIS training to develop school-wide Tier 1 structures to support the PBIS implementation. Included in the development of PBIS at La Patera is the drafting of a school-wide PBIS Mission statement and purpose, a school-wide matrix with behavioral expectations, Level 1-3 responses, and restorative practices across all settings. These expectations will include common language and visuals, also to be seen in the signage around campus. Starting the year, Check-In/Check-out (CICO) will be implemented with students who have been identified with a Tier 2 need on the Fall 2023 mini DESSA. The team will also discuss a plan for communication, collecting additional input, and training for staff, students, and families regarding CICO, the matrices, signage, and 3 Levels of behavior. Additionally, the principal and psychologist will work collaboratively with the on-site Expanded Learning after-school program staff leads 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)

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 student groups, will be served by this strategy.

Strategy/Activity

Implement Second Step lessons at least weekly. Principal, school psychologist, teachers, and site staff will communicate as part of the PLC process, and during staff meetings, data team meetings, regarding the skills students are learning well and those that need additional attention. Skills and language of Second Step will be shared with support staff, including playground supervisors, interventionists, and content specilaists to provide common language and embedded opportunities to practice specific social-emotional skills. All staff, including office staff and interventionists are included in Check-In/Check Out trainings and facilitation and particpate on a volunteer basis.

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 student groups, will be served by this strategy.

Strategy/Activity

The School Office Assistant (SOA) and principal will establish a system of reviewing attendance data regularly. Supports to address students at-risk for chronic absenteeism will be monitored through intervention plans, especially students with diabilities (SWD).

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 student groups, will be served by this strategy.

Strategy/Activity

DEI: Create a welcoming campus and address each person, students, staff, and parents by name. Be intentional about learning how to pronounce students' and parents'/guardians' names. Participate in the "My Name, My Identity" campaign and encourage all staff members to take the pledge. Increase parent engagement and involvement at school by creating welcoming campuses and extending invitations to participate in school and classroom volunteer opportunities. Incorporate role playing activities into staff meetings to practice using the "Speak Up, Speak Out" at schools pocket guide strategies: Interrupt, Question, Educate, Echo. Provide time to practice role playing different scenarios throughout the year for PGS and other classified staff to also participate.

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: 2022-23

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.

During Year 2 of our 3 year PBIS work, office discipline referrals began to decrease dramatically from the school year before. Expectations were clearer for students and more signage was up with visuals to provide reminders for students and staff. Teaching videos were shared with all staff and students to review and model expectations periodically. Additionally, all students and staff particpated in two review days called La Patera Tiger Days, following winter break and spring break. These rotations were short stations reviewing the matrix of expectations in each location on site. Staff is interested in adding a Tiger Day to the start of the school year, and after the fall break to increase awareness and teaching/learning opportunities. The 3-4 PBIS Tiger Days will be include in the yearly schedule.

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.

This goal has been refined to specifically target the development of PBIS (Year 3 of 3) at La Patera School. Additionally, measures to monitor the specific impact of the actions outlined in this goal will now be collected.

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

Goal 1: All students learning English as an additional language will increase their overall English proficiency and academic achievement.

Goal 3

All students learning English as an additional language will increase one level on the English Language Proficiency Assessment of California (ELPAC).

Identified Need

Students who are learning English as an additional language continue to struggle in areas of academic achievement and are not yet making the progress expected on the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Level Progress	Spring 2023 Data: 44 % of the 111 English learners made progress on their English learner goals. 37 % progressed one level 7 % increased two levels 28 % scored an overall level 4 3 % decreased one level _____ _____ _____ Spring 2022 Data: 32% of the 124 English learners made progress on their English learner goals. 30% progressed one level 2% increased two levels 23% scored an overall level 4 12% decreased one level 2019 Dashboard Data:	All English learners will progress at least one level (be reclassified or maintain a level 4)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners Progressed at least 1 level: 44.3% English Learners Maintained a level 4: 6% English Learners Maintained levels 1-3H: 27.8% English Learners Decreased at least 1 level: 21.7%	
STAR 360 Reading growth of students learning English as an additional language	2022-2023 Fall to Spring STAR 360 Reading Growth % Students Typical/High Growth: English Language Learner = 83.7 % Reclassified Fully English Proficient = 87.9 % Non-English Language Learner = 86.1% _____ _____ _____ 2021-2022 Fall to Spring STAR 360 Reading Growth % Students Typical/High Growth: English Language Learner = 65% Reclassified Fully English Proficient = 70% Non-English Language Learner = 74% 2020-2021 Fall to Spring STAR 360 Reading Growth % Students Typical/High Growth: English Language Learner = 43% Reclassified Fully English Proficient = 77% Non-English Language Learner = 58%	All English Language Learners will make typical or high growth on the STAR 360 reading assessment

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 learning English as an additional language, will be served by this strategy.

Strategy/Activity

Students identified as English learner students will participate in a grade level-wide 30 minutes of daily designated English Language Development period, taught at their language level range, with lower than average student to teacher class size where possible, utilizing identified essential standards, ELPAC task types, SBCEO materials, ELPAC prep vocabulary, text reconstruction strategies, and Wonders Designated ELD curriculum utilizing structured language practices.

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 English language learning students at La Patera School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

Teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout all content lessons of the school day (Integrated English Language Development).

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 English language learning students at La Patera School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

Professional Learning Teams and site leadership will monitor the language learning progress, as well as the overall academic achievement of the students identified as learning English as an additional language or who have been reclassified as fully English proficient.

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: 2022-23

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.

2023-2024:
Site principal and teacher team feedback indicated a continued need to focus on structuring listening comprehension and notetaking lessons and practice throughout the school day. Students participated in Designated English Language Development at their instructional level, although additional collaboration to share best practices and lesson plans will be useful. Progress monitoring and developing lessons during professional learning team time will support expected progress.

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 the 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.

2023-2024:
With grade level access to Schoolzilla and ELLevation to more easily identify and monitor progress of students learning English as an additional language, site leadership and teacher teams will better be able to target PLC conversations and instructional efforts. Teachers share students across their grade level and group them according to similar language levels for Designated ELD. Being able to easily access student scores and data will help them design lessons and instruction tailored to fit the needs of their various groups.

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

Mathematics

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 4

All students at La Patera will demonstrate a year's growth in Mathematics as measured by SBAC and Star 60 local assessments.

Identified Need

2022 SBAC state data and local Star 360 data indicates that while many students are having success, a significant number of students have room to improve their proficiency in Mathematics. Additionally, by analyzing individual students' growth data and analyzing common formative assessments, grade level PLC teams will be able to target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessments in Mathematics	Grade levels will refine and administer common formative and summative assessments in Mathematics and agree upon common testing administration guidelines and environments.	All students will participate in common formative assessments in Math, a minimum of twice per unit. Teachers will use assessment results to give feedback to students and to modify instruction for success.
STAR 360- Spring Data Proficiency	STAR 360 Proficiency Data Spring 2023 Overall At/Above Math Proficiency = 63.4 % Urgent Intervention= 16.7% Student Groups by Ethnicity* Latinx = 50.3 % White = 81.1 % *Only statistically significant student groups represented in data above.	Increase the number of students At and Above Benchmark in Mathematics as measured by the Star 360 by at least 5%. Decrease the number of students needing Urgent Intervention to less than 11 %.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Grade Overall At/Above Proficient = 75.9 % Urgent Intervention = % 2nd Grade Overall At/Above Proficient = 63 % Urgent Intervention = % 3rd Grade Overall At/Above Proficient = 68.1 % Urgent Intervention = % 4th Grade Overall At/Above Proficient = 49.1% Urgent Intervention = % 5th Grade Overall At/Above Proficient = 56.1 % Urgent Intervention = % 6th Grade Overall At/Above Proficient = 71.4 % Urgent Intervention = %	
STAR 360- Spring Data Growth	STAR 360 GrowthData Spring 2023 Overall Typical/High Math Growth = 64.7 % Low Growth = 35.3 % Student Groups by Ethnicity* Latinx = 62.5 % White = 68.2 % *Only statistically significant student groups represented in data above. 1st Grade	100% of students will demonstrate adequate growth (at least typical or high growth) as measured by the Star 360 Math Assessment. Decrease the number of students making Low Growth to less than 30 %.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall Typical/High Math Growth = 72.1 % Low Growth = % 2nd Grade Overall Typical/High Math Growth = 82.6 % Low Growth = % 3rd Grade Overall Typical/High Math Growth = 40.4 % Low Growth = % 4th Grade Overall Typical/High Math Growth = 54.5 % Low Growth = % 5th Grade Overall Typical/High Math Growth = 54.7 % Low Growth = % 6th Grade Overall Typical/High Math Growth = 89.6 % Low Growth = %	

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 La Patera students will be served by this strategy.

Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to monitor essential standards and learning targets in Mathematics. Essential standards in math will be communicated to special education teachers and families to support focused intervention. Teachers will use the identified essential Math standards as the basis for Tier 1 core instruction, scaffolding, and differentiation in class. Grade level team PLC Teams will utilize data using Renaissance and Schoolzilla reports, as well as discussion outcomes from PLC collaborations to support development of differentiated small groups during math, discuss instructional strategies and curriculum development for tier 1 core instruction in math.

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 La Patera students will be served by this strategy.

Strategy/Activity

Teachers and PLC Teams will analyze student progress and utilize Renaissance skills reports to improve student outcomes. Essential standards in math will be monitored with common formative assessments. PLTs will monitor all students with disaggregated data, in particular those who identify as Latinx or receive special education services. Student progress will be communicated to special education teachers and families to support focused intervention.

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

Multi-Tiered Systems of Support (MTSS): For 2023-2024 teachers will ensure essential standards are the basis for Tier 1 and Tier 2 instruction to support student progress as measured by common formative and benchmark assessments. Core instruction, scaffolding, and differentiation will happen in every classroom. Teachers will identify and clearly communicate learning targets for each essential standard. Teachers and site leadership will monitor progress of students as part of professional learning team and data team discussions. Teachers, principal, and site support staff will communicate regarding student achievement and progress via shared docs and data sheets and will track progress with CFAs, Renaissance and Schoolzilla.

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: 2022-23

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.

This is a new goal for 2023-2024.

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

This is a new goal for 2023-2024.

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.

This is a new goal for 2023-2024.

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

Additional Targeted Support and Improvement (ATSI)

LEA/LCAP Goal

LCAP Goal 5: Differentiated Assistance

Goal 5

All students identified as having a disability (SWD) will attend school regularly, thus reducing the number of students who are chronically absent and increasing the number of students making typical or high growth in English-Language Arts and Math.

Identified Need

La Patera is in Additional Targeted Support and Improvement (ATSI) because the student group of students with disabilities was (1) "very low" in English language arts and math achievement on the 2022 Dashboard (based on Spring 2022 SBAC scores) and students with disabilities were identified as "very high" in chronic absenteeism for the 2022-2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance & chronic absenteeism	November 2022 Average Daily Attendance = 94% Overall Chronic Absence = 16.5% Latinx = 20.3% White = 10.9% Sped = 12.9% February 2023 Average Daily Attendance = 93.8% Overall Chronic Absence = 20.1% Latinx = 23% White = 15.4% Sped = 36.4% May 2023 Average Daily Attendance = 94.1% Overall Chronic Absence = 16.9% Latinx = 19.7%	2023-2024 Average Daily Attendance Goal for SWD >95% Chronic Absence Goal <10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White = 11.5% Sped = 36.4%	
STAR 360 Reading	Spring Reading (1st-6th) STAR 360 Scores, Students with Disabilities Urgent Intervention = 42.3% Intervention = 26.9% On Watch = 3.8% At/Above Benchmark = 26.9%	Reduce the number of students with disabilities at the "urgent intervention" level to less than 30%.
STAR 360 Math	Spring Math (1st-6th) STAR 360 Scores, Students with Disabilities Urgent Intervention = 65.4% Intervention = 11.5% On Watch = 7.7% At/Above Benchmark = 15.3%	Reduce the number of students with disabilities at the "urgent intervention" level to less than 30%.
SBAC 2023 Reading	SBAC 2023 Reading, Students with Disabilities Not Met = 77.8% Nearly Met = 11.1% Met/Exceeded = 11.2%	Reduce the number of students with disabilities at the "Not Met" level to less than 50%.
SBAC 2023 Math	SBAC 2023 Math, Students with Disabilities Not Met = 88.9% Nearly Met = 0% Met/Exceeded = 11.2%	Reduce the number of students with disabilities at the "Not Met" level to less than 50%.

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, including students identified as having a disability (SWD) will be served by this strategy.

Strategy/Activity

Absenteeism: School office assistant, principal, MMSN teacher, general education teacher, and community liaison as appropriate, will work together to monitor the absence of students with IEPs, communicate with parents about any absence concerns. School team and parents will build absence intervention plans for students with absence challenges to support the absence monitoring and identify strategies to reduce absence overall.

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, including students identified as having a disability (SWD) will be served by this strategy.

Strategy/Activity

PLT: The case manager will collaborate with the general education teacher to develop the schedule of students with IEPs to maximize access to core tier one instruction and ensure the student is not missing essential learning when they attend their specialized academic instruction time with the service provider.

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, including students identified as having a disability (SWD) will be served by this strategy.

Strategy/Activity

Intervention Curriculum: The MMSN teacher will collaborate with the general education teacher to analyze progress on grade level curriculum and identified goals. MMSN will consult with the special education coordinator regarding curriculum for specialized academic instruction to best support progress on the identified goals for students with IEPs.

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, including students identified as having a disability (SWD) will be served by this strategy.

Strategy/Activity

Inclusion & School-Home Connection: The school psychologist, MMSN teacher and general education teacher will collaborate to support the social-emotional and behavioral needs of students with IEPs to optimize inclusion opportunities within the general education setting and with general education peers. The case manager, service provider and general education teacher will determine a plan for ongoing two-way communication with the parent(s) to maintain cohesion in the students' support.

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: 2022-23

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.

This is a new goal for 2023-2024.

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

This is a new goal for 2023-2024.

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.

This is a new goal for 2023-2024.

LA PATERA

COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding					
General Education	$94,527				
Supplemental Curriculum					
Licenses & Subscriptions					GOAL 1 ELA and GOAL 3 ELD
Lexia (K-3)			$6,435	HOLDERMAN	
Accelerated Reader (1-6)			$1,139	HOLDERMAN	
StarFall (K & 1)		$385			
Supplies & Duplicating					
Duplicating (Copiers)		$20,300			
Printer Costs		$150			
Math Manipulatives		$1,000			
Science Materials		$1,000			
Art Specialist Additional Supplies		$250			
Library Specialist Supplies		$2,500			
STEAM Specialist Incidental Supplies		$100			
Big End of Year Order for Classroom Supplies		$25,000			
Basic Storeroom Supplies (paper, crayons, pens, etc.)					
Annual Order of Friday Folders		$675			
Per Teacher Classroom Materials					
New Teacher Budget		$0		N/A	
Note: No TK District Budget Anymore		$0			
Preschool Class Budget x 2		$600			
Sped & Service Provider Supplies (250 per provider)					
Additional Playground Equipment		$1,500			
Excessive Staff or Student Device Replacement		$0		HOLDERMAN-headphones	
Professional Development					
Anthony Muhammad					
Teacher Compensation		$210		1 X 210= 210	
CAPS Network					GOAL 1 ELA , GOAL 3 ELD, GOAL 4 MATH, GOAL 5 ATSI
Fee per teacher ($750/teacher)		$2,250		3 x 750= 2250	
Subs per teacher ($210/day)		$3,600		2 x 300= 600 x 6= 3600	
Mileage (Add mileage amount)		$700		170 miles x 0.65.5= x 6= 670	
LACOE Literacy					
Registration fee for 4th - 6th grade ($100/teacher)		$200		GENERAL	GOAL 1 ELA and GOAL 3 ELD
Guiding Coalition					
# meetings x # hours (x $38)		$3,000		1 hr. work x 8 mtgs. x 10=	GOAL 1 ELA , GOAL 3 ELD, GOAL 4 MATH, GOAL 5 ATSI
School Events & School Experiences					
Back to School Night					
Interpretation (+$15 hr + time/half of employee)		$1,500			
~~Childcare (time/half of employee)~~				N/A	
Transportation		$2,300			
Chalk Festival				HOLDERMAN	
~~Art Specialist Extra Service Hours~~				N/A	
Chalk			$350	HOLDERMAN	
6th Grade Promotion				PTA	
Refreshments				donated	
Music				N/A	
Assemblies				HOLDERMAN	
#1 MR. ECO			$850	HOLDERMAN	
#2 BRUCE HALE			$920	HOLDERMAN	GOAL 1 ELA
#3				HOLDERMAN	
#4				HOLDERMAN	
FAMILY MATH NIGHT			$5,000	HOLDERMAN	GOAL 4 MATH
Interpretation		$300			
~~Childcare~~					
Refreshments for Presenters		$200			
Transportation		$200			
Open House					
Extra Service Art Specialists (20 hrs x $38 = $760)			$760	HOLDERMAN	
Extra Service STEAM Specialist (20 hrs x $38 = $760)			$760	HOLDERMAN	
~~Interpretation~~		$300			
Transportation		$200			
TK/K Screening?				N/A	
~~Subs for teachers ($210/teacher) or~~ afterschool?				N/A	

LA PATERA

COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
TK/K Playdates			$150	PTA	
SWAG FOR NEW TK/K		$500			
TESTING SNACKS & GUM		$300			
Field Trips & Grade Level Experiences			$7,350	PTA contributes $7,350.00	
4/5 - Michael Katz Residency			$3,100	HOLDERMAN	GOAL 1 ELA
5th -					
Bus		$2,000	$4,000	some PTA	2022-23: $1,997.50 (INV23-00277) + $805.50 (INV23-00278) = $2,803.00 (INV23-00269). It also appears that the money that was collected from students was not used. The breakdown of costs for the Class of 2024 Aquarium trip was:
Registration				$25.00 EA. STUDENTS	AirBus - $4,160
~~Teacher Compensation Overnight~~					Admissions (76 Students(67), Teachers(3), & Chaperones(6)) - $805.50
					Total Cost of Trip: $4965.50
Water & snacks for bus					
Additional chaperone cost for gen ed students		$420			GUSD contributed $162.50 towards the bus. The PTA already paid $2000 to GUSD for the bus, leaving $2803 left to be paid.
6th - Camp CIMI / ASTROCAMP			$4,000	PTA $4,000, DO Contribution/LP STAC	
Bus		$2,000		Projected	
Registration					
Teacher Compensation Overnight		$1,260		210 per night x 2 nights x 3 teachers	
Student Sweatshirts					
Water & snacks for bus					
Additional chaperone cost for gen ed students					
Fingerprinting			$1,000		
SBCEO SPELLING BEE		$25			
SB COUNTY BATTLE OF THE BOOKS		$200			
STAFF WELCOME BACK BREAKFAST		$500			
AUTHOR-GO-ROUND		$120			
MATH CLUB/ MATH SUPERBOWL- + shirts		$500			
Movie License		$520			
Family Education & Engagement					
ELAC Event(s)				5 meetings w/ Kellogg this year	GOAL 3 ELD
Childcare (time/half of employee)		$1,500			
Interpretation (+$15 hr + time/half of employee)		$500			
Refreshments		$750		$150 PER MEETING X 5= 750	
RFEP celebration, cake, cerificates, flowers		$500			
Additional Extra Service					
Yard Supervision Meetings		$200		N/A	
Overtime for Office Manager		$400			
Additional Academic Liaison with Expanded Learning				N/A	
Additional Projects					
Create outdoor classroom space					
Canopy Replacements		$400			
Update Display Boards for All are Welcome Initiative					
Flags for Pillars, PBIS signage		$337			GOAL 1 ELA , GOAL 3 ELD, GOAL 4 MATH, GOAL 5 ATSI
Classroom Library Refresh with DEI Lens		$100			
TOTAL	**$94,527**	**$81,452**	**$35,814**		
		$13,075			

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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Brigitte Haley	Principal
Logan McMurtrey-Banks	Classroom Teacher
Teresa Madrigal	Classroom Teacher
Yesenia Alvarado	Other School Staff
Evelyn Brand	Parent or Community Member
Whitney Detar	Parent or Community Member
Nicholas Fabino	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
	Other: School Site Council

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 9/17/2023.

Attested:

	Principal, Brigitte Haley on 9/17/2023
	SSC Chairperson, Evelyn Brand on 9/17/2023