

# Single Plan for Student Achievement



La Patera Elementary School

**555 North La Patera Lane  
Goleta, CA 93117**

**CDS Code: 42-69195- 6045421  
Date of Revision: November 2017**

# Part II: The Single Plan for Student Achievement

School: La Patera Elementary School

District: Goleta Union School District

County-District-School (CDS) Code: 42-69195- 6045421

Principal: Sonia Arnold-DeHay

Date of this revision: 10/27/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sonia Arnold-DeHay

Position: Principal

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Address: 555 North La Patera Lane, Goleta, CA 93117

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The District Governing Board approved this revision of the SPSA on November 8, 2017



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**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

**LCAP GOAL:** Local Control Accountability Plan (LCAP) GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.  
**SCHOOL GOAL 1:** All La Patera grade level cohorts will demonstrate an increase in reading proficiency as measured by Renaissance STAR Reading Program (RenSTAR 360), Smarter Balanced Assessment Consortium (SBAC) Language Arts Tests when compared to last year's data.

<p><b>What data did you use to form this goal?</b>                  2017 RenSTAR: year-to-year comparison - 50<sup>th</sup> percentile ranking (PR) or higher                  2017 SBAC: students at Meet/Exceed standard</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%; text-align: center;">2<sup>nd</sup></td> <td>87% ORF; 87% PR RenSTAR</td> </tr> <tr> <td style="text-align: center;">3<sup>rd</sup></td> <td>87% ORF; 48% PR RenSTAR SBAC; 34% Met or Exceeded</td> </tr> <tr> <td style="text-align: center;">4<sup>th</sup></td> <td>98% ORF; 48% PR RenSTAR SBAC; 39% Met or Exceeded</td> </tr> <tr> <td style="text-align: center;">5<sup>th</sup></td> <td>36% PR RenSTAR SBAC; 49% Met or Exceeded</td> </tr> <tr> <td style="text-align: center;">6<sup>th</sup></td> <td>44% PR RenSTAR SBAC; 58% Met or Exceeded</td> </tr> </table>	2 <sup>nd</sup>	87% ORF; 87% PR RenSTAR	3 <sup>rd</sup>	87% ORF; 48% PR RenSTAR SBAC; 34% Met or Exceeded	4 <sup>th</sup>	98% ORF; 48% PR RenSTAR SBAC; 39% Met or Exceeded	5 <sup>th</sup>	36% PR RenSTAR SBAC; 49% Met or Exceeded	6 <sup>th</sup>	44% PR RenSTAR SBAC; 58% Met or Exceeded	<p><b>What were the findings from the analysis of this data?</b>                  Systematic data collection is a focus area the District is working to remedy, as described in the Goleta Union School District (GUSD) Strategic Plan. In fact, the list of multiple measures ensures that staff can conduct productive data analysis to intervene for students.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Initial, mid and end-of-year assessments on Renaissance STAR 360 ELA                  Initial, progress monitoring (DIBELS) for targeted students</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>                  School Site Council documents                  Budget documents</p>
2 <sup>nd</sup>	87% ORF; 87% PR RenSTAR											
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5 <sup>th</sup>	36% PR RenSTAR SBAC; 49% Met or Exceeded											
6 <sup>th</sup>	44% PR RenSTAR SBAC; 58% Met or Exceeded											

**STRATEGY:** The school will further develop our Multi-Tier System of Support (MTSS) to address English Language Arts (ELA) needs of struggling and advanced learners, as well as English Language Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October/November 2017, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for School Year (SY) 2017-2018.</p>	<p>Teaching staff Administration Learning Center Staff</p> <p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (learning center teacher, psychologist, principal, general education teacher)</p> <p>Classroom teachers</p>	<p><b>August-May-</b> work with a core team in the MTSS process</p> <p><b>September 2017-</b> Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p><b>November 2017-</b> Administer interim assessments according to assessment schedule.</p> <p><b>SY17-18</b> Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Conduct benchmark measures (3x year); (Renaissance STAR, DIBELS, BPST) Choose and purchase additional research-based ELA intervention materials, i.e. SIPPS Create a schedule conducive to MTSS</p>	<p>Learning Center Teacher-district funded</p> <p>Learning Center/Target Time Certificated Tutors – \$30,000 LCAP, Title I</p> <p>Renaissance Accelerated Reader - \$2,170.00</p> <p>Release time for Bi-monthly MTSS meetings – \$3,200.00</p>

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

**SCHOOL GOAL 2:** Math: 100% of La Patera grade level cohorts will show growth in Math as measured by Renaissance STAR Math Program (STAR 360) and Smarter Balanced Assessment Consortium (SBAC) Math Tests when compared to last year's data.

**What data did you use to form this goal?**

Spring 2017 SBAC: % of students at Meet/Exceed standard

3 <sup>rd</sup>	SBAC 49% Met or Exceeded
4 <sup>th</sup>	<u>SBAC 44%</u> Met or Exceeded
5 <sup>th</sup>	SBAC 42% Met or Exceeded
6 <sup>th</sup>	<u>SBAC 51%</u> Met or Exceeded

**What were the findings from the analysis of this data?**

**August-May-** work with grade level teams in the MTSS process  
**September 2017-** Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.  
**November 2017-** Administer interim assessments according to assessment schedule.  
**SY17-18**  
 Conduct meetings 4 times annually to develop intervention plans for targeted students.  
 Conduct Tier II interventions in the classroom and Learning Center Classroom.  
 Progress monitor targeted students  
 Conduct benchmark measures (3x year); (Renaissance STAR 360, Unit Assessments from adopted math curriculum)  
 Research and pilot additional research-based intervention materials  
 Create a schedule conducive to MTSS

**How will the school evaluate the progress of this goal?**

Initial, mid and end-of-year assessments as part of the Bridges (K-5<sup>th</sup> grades) and CPM (6<sup>th</sup> grade), which are the adopted math curricula  
 November and January Benchmark assessments as a part of the STAR 360

**Where can a budget plan of the proposed expenditures for this goal be found?**

School Site Council documents  
 Budget documents

**STRATEGY:** The school will refine our Multi-Tier System of Support (MTSS) (Figure 1) to address Math needs of struggling and advanced learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>May 2017, refresh MTSS training</p> <p>October/November 2017, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for SY 2017-2018.</p>	<p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (learning center teacher, psychologist, principal, general education teacher)</p>	<p><b>August-May-</b> work with a core team in the MTSS process</p> <p><b>September 2017-</b> Monitor in-class assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p><b>November 2017-</b> Administer interim assessments according to assessment schedule.</p> <p><b>SY17-18</b></p> <p>Conduct meetings 4 times annually to develop intervention plans for targeted students.</p> <p>Conduct Tier II interventions in the classroom and Learning Center Classroom.</p> <p>Progress monitor targeted students</p> <p>Implement newly purchased research-based Math intervention materials, Accelerated Math</p> <p>Create a schedule conducive to MTSS</p>	<p>MTSS training - district funded see Form B, page 7</p> <p>Learning Center Teacher-district funded</p> <p>Learning Center /Target Time Certificated Tutors – \$35,000 LCAP, Title I</p> <p>Release time for Bi-monthly MTSS meetings -\$3,200</p>

**LEA GOAL:** Goal 3: The District will meet or exceed California English Language Development Test (CELDT) requirements for the Annual Measurable Achievement Objectives (AMAOs) 1, 2 and 3 during the 2017-18 school year.

**SCHOOL GOAL 3:** English Learner (EL) Goal: La Patera English Language Learner grade level cohort students will demonstrate growth in language fluency as evidenced by the Smarter Balanced State Tests (SBAC) meet or exceed scoring, California English Language Development Test (CELDT)/English Language Proficiency Assessment Consortium (ELPAC), and/or A Developmental English Proficiency Test (ADEPT) assessments.

**What data did you use to form this goal?**

SBAC 2017 EL's as a cohort at each grade level scored:

3<sup>rd</sup> 0% met or exceeded  
4<sup>th</sup> 12% met or exceeded  
5<sup>th</sup> 13% met or exceeded  
6<sup>th</sup> 0% met or exceeded

2017 CELDT scores –  
Advanced/Early Advanced  
Kinder: 5/5

1<sup>st</sup> grade: 20/30 students  
2<sup>nd</sup> grade: 20/29 students  
3<sup>rd</sup> grade: 15/30 students  
4<sup>th</sup> grade: 16/33 students  
5<sup>th</sup> grade: 14/27 students  
6<sup>th</sup> grade: 1/15 students

2016-2017 Reclassification per grade level  
2016-2017: 14 Total students  
3<sup>rd</sup>: 10 students  
4<sup>th</sup>: 4 students  
5<sup>th</sup>: 0 students  
6<sup>th</sup>: 0 students

2015-2016: 30 Total students

**August-May-** work with a core team in the MTSS process

**September 2017-** Conduct baseline assessments to identify students in need of intervention.  
Identify and serve those students via classroom and extra supports for intervention purposes.

**November 2017-** Administer interim assessments according to assessment schedule.

**SY17-18**  
Conduct meetings 4 times annually to develop intervention plans for targeted students.  
Conduct Tier II interventions in the classroom and Learning Center Classroom.  
Progress monitor targeted students  
**Conduct benchmark measures (3x year)**

**How will the school evaluate the progress of this goal?**

CELDT Scores  
ADEPT Scores  
ELPAC Scores  
STAR 360 Scores

Reclassification rates  
CELDT Band growth  
SBAC Scores

**Where can a budget plan of the proposed expenditures for this goal be found?**

School Site Council documents  
Budget documents



**STRATEGY: Refine and support systematic English Language Development (ELD) instruction including intervention and acceleration.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>SY2017-2018</b>                      Conduct systematic ELD with instructional strategies that emphasize language development.</p> <p>Coordinate an ELD schedule that facilitates integrated and designated ELD support throughout the school day.</p> <p>Provide informational flyers to ELL families</p>	<p>Principal                      Learning Center                      Teachers                      Classroom teachers                      ELD instructors</p>	<p><b>August 2017-</b> Provide MTSS refresh training to staff</p> <p><b>August-May-</b> continue to train a core team in the MTSS process</p> <p><b>SY17-18-</b> Implement ELD instruction using systematic ELD with supplemental curricular materials.                      Progress monitor ELL students (DIBELS, ADEPT)                      Create a schedule conducive to ELD                      Utilize evidenced-based instructional strategies, i.e. close reading, sentence frames, academic language</p>	<p>District training on ELA/ELD framework (district funded)</p> <p>Certificated Tutors for ELD (\$55,761.00 [LCAP/Title II/Title III])</p>

## Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons &amp; Licensed Clinical Social Workers</li> </ul>	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> <li>Professional Development  Instructional Rounds Cognitive coaching</li> </ul>	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement  Private School Set Aside	\$38,775  \$10,997	Title I  Title II
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000  \$12,000  \$45,000	Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of required documents, communication to parents, and notification of student progress</li> </ul>	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> <li>Supplemental Services</li> </ul>	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

### Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$50,025	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
<b>Total amount of state categorical funds allocated to this school</b>	\$50,025	

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$70,923	<input type="checkbox"/>
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$18,535	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Other federal funds: Title III (Immigrant)</b>	\$694	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$90,152	
Total amount of state and federal categorical funds allocated to this school	\$140,177	

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: 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.<sup>2</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sonia Arnold-DeHay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abby Sykes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Speshyock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Henson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Fisher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toni Gentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alyssa Simonsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alisa Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Brey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shannon Benes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

<sup>2</sup> EC Section 52852

**Form E: 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:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee Tina Podisza Machuca Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on: Oct 4, 2017

Attested:

Sonia Arnold-DeHay  
Typed name of School Principal

[Signature] 10/27/17  
Signature of School Principal Date

Amy Speshyock  
Typed name of SSC Chairperson

[Signature] 10-27-17  
Signature of SSC Chairperson Date

## **Form G: Single Plan for Student Achievement Annual Evaluation**

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### **Plan Priorities**

Our priorities this past year were to ensure our students were progressing in English Language Arts (ELA) and Mathematics.

Similarly, we wanted to ensure our English Language Learner (ELL) students were progressing in language acquisition as well.

Last, we prioritized comprehensive implementation of the District's newly adopted mathematics program.

The majority of our budgets- local, state, and federal, were dedicated to the supports necessary to implement our action and tasks associated with the plan.

Our major expenditures included staffing, Renaissance STAR, and release time for staff. We continue to need data to inform and guide subsequent plans.

## **Plan Implementation**

We accomplished three strategies associated with our goals- implement an MTSS to address students' needs in ELA, provide systematic ELL instruction, and provide coherent mathematics instruction. While, we have accomplished our intended plan, the outcomes identified the need to refine our systems to increase our effectiveness to identify and intervene for the varied needs of our students.

The actions listed in the 2015-2016 SPSA were implemented but continue to need refinement. We:

- Continued staff development in MTSS process
- Piloted "Target Time" to provide tiered intervention in identified area of need at each grade level.
- Conducted systematic ELD instruction
- Conducted comprehensive mathematics instruction using the newly adopted curriculum and materials
- Conducted Benchmark Assessments using DIBELs and STAR 360 for Reading

Still, there is always room for improvement. While grade level teams did meet regularly to discuss student progress, our Data Team only met 2 of the 4 times we intended to develop intervention plans for targeted students.

As noted in the 2015-2016 goals, we continue to have a need for a research based math intervention system to support our students who are struggling with grade level standards, or who have significant gaps in their learning.

Additionally, we initiated use of Tier II interventions and are working to improve the process. The school (and district) has implemented a benchmark system as well as progress monitoring process for students in need of intervention. While we have implemented many of the tasks listed in the plan, this year should be a refining process to ensure effective implementation.

## **Strategies and Activities**

Based on our analysis of available data last year, we determined specific strategies to accomplish our goals. We were able to support developing staff understanding of the MTSS process, use our current data to identify students in need of targeted instruction, create a process to document students in need of intervention, use appropriate intervention materials, and pilot a schedule conducive to MTSS.

We accomplished many of our listed activities but need another year, at least, to refine the process of MTSS and its accompanying components- assessments, interventions, data analysis and instructional response.



## Involvement/Governance

The School Site Council met regularly to discuss budget priorities, the school handbook, and the Single Plan for Student Achievement among other topics. The SSC discussed and then drafted the Single Plan aligned with available data.

## Outcomes

Goals for 2016-2017

The following outcomes were accomplished:

SBAC Growth:

1. In 2015, 32% of our students met or exceeded ELA standards in grades 3, 4, and 5. In 2016, 42% of our La Patera students met or exceeded standards as demonstrated on the Smarter Balanced test. In 2017, 45% of our La Patera students met or exceeded standards as demonstrated in the Smarter Balanced test

ELA SY	3	4	5	6	Average
<b>2017</b>	34%	39%	49%	58%	45%
<b>2016</b>	38%	38%	57%	33%	42%
<b>2015</b>	30%	31%	34%	32%	32%

2. Math had similar results as ELA. In 2015, 27% of our students met or exceeded standards while 37% met or exceeded standards as evidenced by the Mathematics Smarter Balanced scores. Again, our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade cohorts increased their rates for met or exceeded. In 2017, 46% of our La Patera students met or exceeded standards as demonstrated in the Smarter Balanced test

Math SY	3	4	5	6	Average
<b>2017</b>	49%	44%	41%	51%	46%
<b>2016</b>	53%	33%	36%	27%	37%
<b>2015</b>	30%	33%	22%	21%	27%

100% of our planned actions were implemented: MTSS training, SST process, monitor comprehensive implementation of newly adopted Mathematics curriculum.

3. EL – 2016-2017 student numbers of Early Advanced and Advanced has increased in cohorts from 2015-2016 school year as evidenced on CELDT.

(CELDT) LA PATERA ELEMENTARY 2016-2017

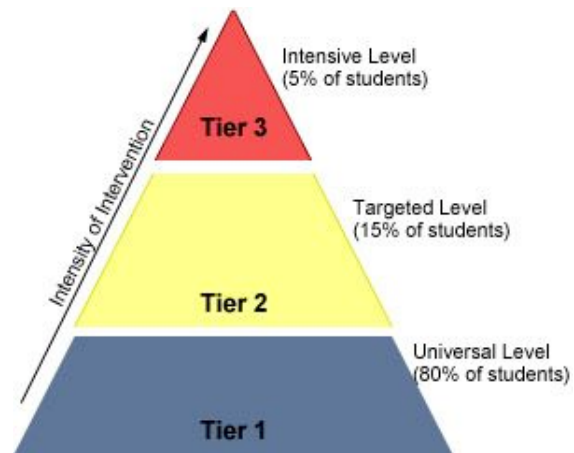
Performance Level	K	1	2	3	4	5	6
Advanced	0 (0.0%)	4 (13.0%)	4 (14.0%)	6 (20.0%)	6 (18.0%)	2 (7.0%)	0 (0.0%)
Early Advanced	5 (100.0%)	16 (53.0%)	16 (55.0%)	9 (30.0%)	10 (30.0%)	12 (44.0%)	1 (7.0%)
Intermediate	0 (0.0%)	7 (23.0%)	5 (17.0%)	6 (20.0%)	14 (42.0%)	9 (33.0%)	5 (33.0%)
Early Intermediate	0 (0.0%)	3 (10.0%)	4 (14.0%)	5 (17.0%)	2 (6.0%)	2 (7.0%)	6 (40.0%)
Beginning	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (13.0%)	1 (3.0%)	2 (7.0%)	3 (20.0%)
Number Tested	5 (100.0%)	30 (100.0%)	29 (100.0%)	30 (100.0%)	33 (100.0%)	27 (100.0%)	15 (100.0%)

(CELDT) LA PATERA ELEMENTARY 2015-2016

Performance Level	K	1	2	3	4	5	6
Advanced	1 (17.0%)	6 (19.0%)	6 (19.0%)	1 (3.0%)	4 (14.0%)	0 (0.0%)	0 (0.0%)
Early Advanced	1 (17.0%)	15 (47.0%)	11 (35.0%)	10 (26.0%)	10 (34.0%)	4 (22.0%)	1 (7.0%)
Intermediate	3 (50.0%)	6 (19.0%)	6 (19.0%)	16 (42.0%)	10 (34.0%)	10 (56.0%)	11 (73.0%)
Early Intermediate	1 (17.0%)	4 (13.0%)	7 (23.0%)	7 (18.0%)	4 (14.0%)	2 (11.0%)	1 (7.0%)
Beginning	0 (0.0%)	1 (3.0%)	1 (3.0%)	4 (11.0%)	1 (3.0%)	2 (11.0%)	2 (13.0%)
Number Tested	6 (100.0%)	32 (100.0%)	31 (100.0%)	38 (100.0%)	29 (100.0%)	18 (100.0%)	15 (100.0%)

100% of our planned actions were implemented: Systematic and comprehensive ELD instruction by fluency level was provided to all EL students.

**Figure 1: Multi-Tiered Systems of Academic Support**



**Tiers 1 and 2 are usually delivered in the general education classroom.  
Level 2 and 3 may be Learning Center (general education) or Special Education (determined by Individualized Education Plan).  
Tier 3 is nearly always through Special Education.**