



# El Camino Elementary School

Goleta Union School District

Amanda Martinez, Principal

amanda@goleta.k12.ca.us

School Year: 2018-2019

## Single Plan for Student Achievement ("SPSA")

School Name	County-District-School ("CDS") Code	School Site Council ("SSC") Approval Date	Local Board Approval Date
El Camino Elementary	42691956045405	10-9-2018	11-07-2018

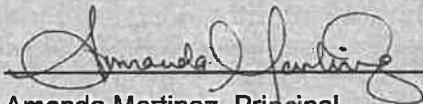
### Stakeholder Involvement

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

The School Site Council ("SSC") recommends this school plan and proposed expenditures to the Goleta Union School District's ("District") governing board for approval and assures the board of the following:

1. The SSC is correctly constituted, with 3 parents, 1 teacher, 1 classified employee and 1 administrator, 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 SPSA requiring board approval.
3. The SSC sought and considered all recommendations from the English Learner Advisory Council ("ELAC") before adopting this plan.
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 October 9, 2018.

Attested:

  
 \_\_\_\_\_  
 Amanda Martinez, Principal

10.9.2018  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Lucy Figueroa, SSC Parent Representative

10/9/18  
 \_\_\_\_\_  
 Date

# Goals, Strategies, & Proposed Expenditures

## Goal 1 - English Language Arts ("ELA")

ELA: 100% of our students, grades K-6, will increase their reading proficiency as measured by Renaissance STAR 360 ("RenSTAR 360") assessments (K-1st: Early Literacy; 2nd-6th: Reading).

### Basis for this Goal

K-1st: RenSTAR 360 Early Literacy Scaled Scores, Percentile Scores, Student Growth Percentile ("SGP")

2nd-6th: RenSTAR 360 Reading Scaled Scores, Percentile Scores, SGP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome																																								
K-1st: RenSTAR 360 Early Literacy Scaled Scores, and Percentile Scores from September 2018 and May/June 2019, SGP at end of year	<p><b>K:</b></p> <p><b>Summary</b></p> <table border="1"> <thead> <tr> <th>Scaled Score</th> <th>Literacy Classification</th> <th>Number of Students</th> <th>% of Total</th> </tr> </thead> <tbody> <tr> <td>300 - 487</td> <td>Early Emergent Reader</td> <td>13</td> <td>31.0</td> </tr> <tr> <td>488 - 674</td> <td>Late Emergent Reader</td> <td>24</td> <td>57.1</td> </tr> <tr> <td>675 - 774</td> <td>Transitional Reader</td> <td>3</td> <td>7.1</td> </tr> <tr> <td>775 - 900</td> <td>Probable Reader</td> <td>2</td> <td>4.8</td> </tr> </tbody> </table> <p>Number of Students: 42</p> <p><b>1st:</b></p> <p><b>Summary</b></p> <table border="1"> <thead> <tr> <th>Scaled Score</th> <th>Literacy Classification</th> <th>Number of Students</th> <th>% of Total</th> </tr> </thead> <tbody> <tr> <td>300 - 487</td> <td>Early Emergent Reader</td> <td>4</td> <td>11.1</td> </tr> <tr> <td>488 - 674</td> <td>Late Emergent Reader</td> <td>9</td> <td>25.0</td> </tr> <tr> <td>675 - 774</td> <td>Transitional Reader</td> <td>15</td> <td>41.7</td> </tr> <tr> <td>775 - 900</td> <td>Probable Reader</td> <td>8</td> <td>22.2</td> </tr> </tbody> </table> <p>Number of Students: 36</p>	Scaled Score	Literacy Classification	Number of Students	% of Total	300 - 487	Early Emergent Reader	13	31.0	488 - 674	Late Emergent Reader	24	57.1	675 - 774	Transitional Reader	3	7.1	775 - 900	Probable Reader	2	4.8	Scaled Score	Literacy Classification	Number of Students	% of Total	300 - 487	Early Emergent Reader	4	11.1	488 - 674	Late Emergent Reader	9	25.0	675 - 774	Transitional Reader	15	41.7	775 - 900	Probable Reader	8	22.2	100% of students in grades K-1st grade will increase their Early Literacy Skills.
Scaled Score	Literacy Classification	Number of Students	% of Total																																							
300 - 487	Early Emergent Reader	13	31.0																																							
488 - 674	Late Emergent Reader	24	57.1																																							
675 - 774	Transitional Reader	3	7.1																																							
775 - 900	Probable Reader	2	4.8																																							
Scaled Score	Literacy Classification	Number of Students	% of Total																																							
300 - 487	Early Emergent Reader	4	11.1																																							
488 - 674	Late Emergent Reader	9	25.0																																							
675 - 774	Transitional Reader	15	41.7																																							
775 - 900	Probable Reader	8	22.2																																							
2nd-6th: RenSTAR 360 Reading Scaled Scores, and Percentile Scores from September 2018 and May/June 2019, SGP at end of year	<p>2nd: SS ~230</p> <p><b>PR Distribution Summary</b></p> <table border="1"> <thead> <tr> <th>Percentile</th> <th>Students</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Below 25th</td> <td>12</td> <td>36.4</td> </tr> <tr> <td>25th to 49th</td> <td>7</td> <td>21.2</td> </tr> <tr> <td>50th to 74th</td> <td>5</td> <td>15.2</td> </tr> <tr> <td>75th &amp; Above</td> <td>9</td> <td>27.3</td> </tr> </tbody> </table> <p>Number of Students: 33</p> <p>3rd: SS ~348</p> <p><b>PR Distribution Summary</b></p> <table border="1"> <thead> <tr> <th>Percentile</th> <th>Students</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Below 25th</td> <td>8</td> <td>26.7</td> </tr> <tr> <td>25th to 49th</td> <td>9</td> <td>30.0</td> </tr> <tr> <td>50th to 74th</td> <td>8</td> <td>26.7</td> </tr> <tr> <td>75th &amp; Above</td> <td>5</td> <td>16.7</td> </tr> </tbody> </table> <p>Number of Students: 30</p>	Percentile	Students	Percent	Below 25th	12	36.4	25th to 49th	7	21.2	50th to 74th	5	15.2	75th & Above	9	27.3	Percentile	Students	Percent	Below 25th	8	26.7	25th to 49th	9	30.0	50th to 74th	8	26.7	75th & Above	5	16.7	100% of students in grades 2nd-6th will increase their Reading Skills.										
Percentile	Students	Percent																																								
Below 25th	12	36.4																																								
25th to 49th	7	21.2																																								
50th to 74th	5	15.2																																								
75th & Above	9	27.3																																								
Percentile	Students	Percent																																								
Below 25th	8	26.7																																								
25th to 49th	9	30.0																																								
50th to 74th	8	26.7																																								
75th & Above	5	16.7																																								

4th: SS ~430

**PR Distribution Summary**

Percentile	Students	Percent
Below 25th	12	38.7
25th to 49th	8	25.8
50th to 74th	4	12.9
75th & Above	7	22.6
Number of Students: 31		

5th: SS ~589

**PR Distribution Summary**

Percentile	Students	Percent
Below 25th	5	16.7
25th to 49th	11	36.7
50th to 74th	7	23.3
75th & Above	7	23.3
Number of Students: 30		

6th:SS ~573

**PR Distribution Summary**

Percentile	Students	Percent
Below 25th	15	50.0
25th to 49th	9	30.0
50th to 74th	2	6.7
75th & Above	4	13.3
Number of Students: 30		

## PLANNED STRATEGIES/ACTIVITIES

### Goal 1: Strategy/Activity 1

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

All students.

#### Strategy/Activity

During the 2018-2019 school year, El Camino Elementary School staff will refine our Multi-Tiered System of Support ("MTSS") to address the ELA needs of our students, particularly those requiring intervention or extension. Credentialed Teacher ("CT") Tutor support will be utilized to support small group intervention, extension, and for combination classes. Substitute teachers will be utilized to release teachers for Data Team Meetings, Student Success Team ("SST") Meetings. Supplemental materials (such as SIPPS systematic phonics instruction) will be acquired for consistent implementation of intervention and extension strategies and best practices.

#### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	LCAP: \$30,351.32 Title I: \$26,389.76
Budget Reference(s)	School Site Council approved budget

## Goal 1: Strategy/Activity 2

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

All students.

### Strategy/Activity

During the 2018-2019 school year, El Camino Elementary School teachers will review and revise schedules to optimize Professional Learning Community ("PLC") time at each grade level where they will review student data on ELA. Teachers released for collaborative planning time during students' core instruction classes (such as art/music, PE).

### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	CORE: \$31,247.50
Budget Reference(s)	Budget reviewed at SSC

## Goal 2 - Math

Math: 100% of our students, grades K-6, will show growth in their math skills as measured by RenSTAR 360 assessments.

### Basis for this Goal

K: RenSTAR 360 Early Literacy Strand for Early Numeracy

1st: RenSTAR 360 Early Literacy Strand for Early Numeracy and RenSTAR 360 Math Scaled Scores, Percentile Scores, SGP

2nd-6th: RenSTAR 360 Math Scaled Scores, Percentile Scores, SGP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome																		
K: RenSTAR 360 Early Literacy Strand for Early Numeracy	K: SS~57	100% of students in grades K-6 will increase their math skills.																		
1st: RenSTAR 360 Early Literacy Strand for Early Numeracy and RenSTAR 360 Math Scaled Scores, and Percentile Scores from September 2018 and May/June 2019, SGP at end of year	1st: Early Numeracy: SS~72  RenSTAR 360 Math: SS~279																			
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">PR Distribution</th> </tr> <tr> <th>Percentile</th> <th>Students</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Below 25th</td> <td>9</td> <td>25.0</td> </tr> <tr> <td>25th to 49th</td> <td>8</td> <td>22.2</td> </tr> <tr> <td>50th to 74th</td> <td>9</td> <td>25.0</td> </tr> <tr> <td>75th &amp; Above</td> <td>10</td> <td>27.8</td> </tr> </tbody> </table>			PR Distribution			Percentile	Students	Percent	Below 25th	9	25.0	25th to 49th	8	22.2	50th to 74th	9	25.0	75th & Above	10	27.8
PR Distribution																				
Percentile	Students	Percent																		
Below 25th	9	25.0																		
25th to 49th	8	22.2																		
50th to 74th	9	25.0																		
75th & Above	10	27.8																		

2nd-6th: RenSTAR 360 Math Scaled Scores, and Percentile Scores from September 2018 and May/June 2019, SGP at end of year

2nd: SS~382

PR Distribution		
Percentile	Students	Percent
Below 25th	16	45.7
25th to 49th	9	25.7
50th to 74th	5	14.3
75th & Above	5	14.3

3rd: SS~496

PR Distribution		
Percentile	Students	Percent
Below 25th	7	23.3
25th to 49th	6	20.0
50th to 74th	9	30.0
75th & Above	8	26.7

4th: SS~563

PR Distribution		
Percentile	Students	Percent
Below 25th	9	29.0
25th to 49th	3	9.7
50th to 74th	14	45.2
75th & Above	5	16.1

5th: SS~656

PR Distribution		
Percentile	Students	Percent
Below 25th	7	23.3
25th to 49th	7	23.3
50th to 74th	9	30.0
75th & Above	7	23.3

6th: SS~689

PR Distribution		
Percentile	Students	Percent
Below 25th	10	34.5
25th to 49th	6	20.7
50th to 74th	8	27.6
75th & Above	5	17.2

## Goal 2: Strategy/Activity 1

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

All students.

## Strategy/Activity

During the 2018-2019 school year, El Camino Elementary School staff will refine our MTSS to address the math needs of our students, particularly those requiring intervention or extension. Credentialed teacher tutors will be utilized for differentiated intervention and extension support embedded in core instruction. Supplemental math materials will be acquired to support complex problem-solving for students ready for additional enrichment.

### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	LCAP: \$15,175.67
Budget Reference(s)	Budget reviewed at SSC

## Goal 2: Strategy/Activity 2

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

All students.

## Strategy/Activity

During the 2018-2019 school year, El Camino Elementary School teachers will review and revise schedules to optimize PLC time at each grade level where they will review student data on math.

### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	CORE: \$31,247.50
Budget Reference(s)	Budget reviewed at SSC

## Goal 3 - Language Production

Language Production: 100% of our students, grades K-6, specifically our students who are English Language Learners ("ELLs"), will show growth in their frequency and complexity of oral language production.

### Basis for this Goal

Instructional Rounds data collected during the 2017-2018 school year  
English Language Proficiency Assessments for California ("ELPAC") Scores

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Instructional Rounds data from the 2018-2019 school year.	Data from the 2017-2018 school year indicated that students were not actively producing complex oral language nor was there a high frequency of oral language production during core instruction.	100% of students in grades K-6 will increase their frequency and complexity of oral language production.
ELPAC scores from Spring/Fall 2018 and from Spring 2019	Data is forthcoming from the Fall 2018 assessments.	100% of students in grades K-6 who have been identified as ELLs and take the ELPAC will increase their frequency and complexity of oral language production.

### Goal 3: Strategy/Activity 1

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

All students in grades K-6, specifically those who have been identified as ELLs Students, including those Reclassified as Fluent English Proficient ("R-FEP").

#### Strategy/Activity

During the 2018-2019 school year, students designated as ELLs will participate in a grade level wide 30 minute designated English Language Development ("ELD") period called Language Teams. This daily instructional time will be taught at the ELLs language level, with lower than average student to teacher class size, and will utilize the District Adopted ELA Curriculum, Wonders. CTs and/or Consulting Employees ("CEs") will be used to support reducing class size by teaching the English Only ("EO"), R-FEP, and/or Bridging student clusters for ELD, so that classroom teachers can teach the ELL cluster/s.

#### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	Title I: \$26,217.24 Title III Imm: \$576.00 Title III LEP: \$10,336.00
Budget Reference(s)	Budget reviewed at SSC

### Goal 3: Strategy/Activity 2

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

All students in grades K-6, specifically those who have been identified as ELLs Students, including those that are R-FEP.

#### Strategy/Activity

During the 2018-2019 school year, a teacher cohort will participate in the Integrated ELD Professional Learning and Lesson Study provided by the District.

#### Proposed Expenditures for this Strategy/Activity

Source(s)/Amount(s)	No additional costs as the Integrated ELD Professional Learning and Lesson Study is supported by the District who provides funding for the substitute teachers.
Budget Reference(s)	N/A

## Annual Review and Update

SPSA Year Reviewed: 2017-2018

### Goal 1

100% of El Camino students will make one year's growth in their reading skills (phonics, phonemic awareness, vocabulary, comprehension and fluency) as measured by STAR360, CAASPP California Assessment of Student Performance and Progress and classroom assessments.

#### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR360 Fall 2017  CAASPP Spring 2017, Spring 2016, Spring 2015 Formative classroom assessment and benchmark (trimester) assessment	100% of students would make one year's growth	STAR360 data is not available for students.  CAASPP Met/Exceeded 4th - 1% increase from 2016-2017 5th - 13% increase from 2016-2017 6th - 9% increase from 2016-2017

#### STRATEGIES/ACTIVITIES

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Students will take STAR360 four times yearly in the computer lab	STAR360 was taken intermittently in the computer	Tech Support and Administration	\$1,000.00



or classroom September, November, February and May.	lab.	\$1,000.00 District Funding: Title 1, LCAP	
Data analysis (October, February, May)	Data looked at during Data Team meetings.	Substitutes for teacher release time: data analysis ("Data Team Meetings") \$2,000.00 Funding: Title 1, LCAP	\$2,000.00
Student needs, both in acceleration and intervention, will be identified and addressed	Students provided with intervention in the Learning Center.	\$36,120 Funding: Title I, Title III, LCAP	\$37,000.00
Provide targeted instruction reading, writing, and math instruction in small groups	Students provided with targeted instruction in small groups within the Learning Center.	\$54,552 Funding: Title I, Title III, LCAP	\$54,800.00

## ANALYSIS

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

The actions listed in the 2017-2018 SPSA were to assess students regularly using STAR360 and the CAASPP, and use the data collected to provide intervention and extension to all students. Teachers met as teams to monitor data and assess progress during PLCs and Data Teams.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Many of the tasks listed in the 2017-2018 SPSA were not implemented with fidelity. The 2018-2019 school year will be a time where El Camino focuses on data collection and data analysis in order to improve school-wide intervention and extension practices within instruction of core curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant changes between 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.

See 2018-2019 SPSA Goal 1 - ELA which is focusing on increasing reading proficiency as measured by monthly STAR 360 assessments.

## Goal 2

100% of El Camino English Learners will increase their level of proficiency by growing one year or more based on the California English Language Development Standards.

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT data  Pre-LAS O and LAS-O (Language Assessment Scales, Oral)	100% of EL students will make one's year growth	GUSD transitioned to the ELPAC during the 2017-2018 school year.  Less than 11% of EL students made one year of growth.

### STRATEGIES/ACTIVITIES

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
During the 2017-2018 school year, El Camino will provide targeted instruction, including intervention and acceleration, in order for 100% of English Learners in increase their proficiency by one year or more by the end of 2017.	Fall 2017: English Learners will be placed in designated English Language Development groups for designated ELD instruction.	Pre-LAS and LAS Materials Funding: \$600.00  Title III Certificated Tutors \$18,432  Funding: Title I, Title III, LCAP	\$20,000.00

## ANALYSIS

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

School schedule from the 2017-2018 school year indicated that designated ELD occurred for 30 minutes, 5-days per week. However, due to staff absences it was documented that ELD instruction was cancelled at least 2 days per week.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The indicators set forth for this goal were not met during the 2017-2018 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant changes between 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.

See 2018-2019 SPSA Goal 3 - Language Production which focuses on oral language production growth in the areas of frequency and complexity in students who are ELs.

### Budget Summary and Consolidation

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$109,046.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,046.00

### Consolidation of Funds

Federal Programs	Allocation (\$)
Title I	\$52,607.00
Title III - LEP	\$10,336.00
Title III - Immigrant	\$576.00
Subtotal of consolidated federal funds for this school: \$63,519.00	

State or Local Programs	Allocation (\$)
LCAP	\$45,527.00
Subtotal of consolidated state or local funds for this school: \$45,527.00	
<b>Total</b>	
Total of consolidated (federal, state and/or local) funds for this school: \$109,046.00	

## El Camino Elementary School Glossary of District and School Terms

504 Plan	Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: <i>"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."</i>
ADEPT	A Developmental English Proficiency Test <ul style="list-style-type: none"> <li>Indicates the general level of oral English proficiency a student has.</li> </ul>
AR	Administrative Regulation
ASES	After School Education & Safety program <ul style="list-style-type: none"> <li>A structured childcare program funded by a CA State grant to support students and families with need.</li> </ul>
BOE	Board of Education <ul style="list-style-type: none"> <li>The 5-member Board of Education is GUSDs policy-making body for academic standards, curriculum, instructional materials, assessments, and accountability.</li> </ul>
BP	Board Policy
Bridges	Math curriculum for K-5 students, published by Math Learning Center
CSPP	California State Preschool Program <ul style="list-style-type: none"> <li>Center-based programs serving eligible three- and four-year-old children to create the California State Preschool Program, the largest state-funded preschool program in the nation. The program provides both part-day and full-day services that provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.</li> </ul>
CAASPP	California Assessment of Student Performance and Progress <ul style="list-style-type: none"> <li>State tests for students in grades 3-12 on English Language Arts ("ELA") and Math, as well as Science in Grades 5 and 9-12.</li> </ul>
CCSS	Common Core State Standards <ul style="list-style-type: none"> <li>California's version of the National Standards for learning expectations in all core subjects at each grade level.</li> </ul>
CE	Consulting Employee <ul style="list-style-type: none"> <li>Hired to provide additional support in classrooms and for specialty programs.</li> </ul>
CORE Funds	Funds allocated the school site for specialists such as music, art, computer, and physical education.
CPM	Math curriculum for 6th-grade students, published by CPM Educational Program.

CSTP	<p>California Standards for the Teaching Profession</p> <ul style="list-style-type: none"> <li>Intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner.</li> </ul>
CT	<p>Certificated Tutor</p> <ul style="list-style-type: none"> <li>Hired to provide additional support in classrooms and for specialty programs.</li> </ul>
Data Team	<p>A team of individuals potentially including the Principal, classroom teacher, School Psychologist, and Learning Center teacher, meeting to discuss student progress, and how to support those that need additional intervention/extension.</p>
DELAC	<p>District English Language Advisory Committee</p> <ul style="list-style-type: none"> <li>A district is required to form a DELAC if it has 51 or more English learner students. The committee is comprised of school staff, parents of English learner students, other parents, and community members who are interested in English learner programs. At least 51 percent of the committee must be made up of parents of English learner students who are not employed by the district. DELAC members are elected by ELAC members at school sites.</li> </ul>
DIBELs	<p>Dynamic Indicators of Basic Early Literacy Skills</p> <ul style="list-style-type: none"> <li>Assessment for early reading readiness skills and reading fluency</li> </ul>
ELA	<p>English Language Arts</p>
ELAC	<p>English Language Advisory Committee</p> <ul style="list-style-type: none"> <li>A committee designed to lead the parent community in understanding the programs of support for English learners on site, as well as the process for reclassification.</li> </ul>
ELD	<p>English Language Development</p> <ul style="list-style-type: none"> <li>Instruction provided in a designated setting for a specific language level or during an integrated setting with all students in the general classroom.</li> </ul>
ELL	<p>English Language Learner</p>
ELPAC	<p>The English Language Proficiency Assessments for California</p> <ul style="list-style-type: none"> <li>Aligned with the 2012 California English Language Development Standards. It will consist of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.</li> </ul>
FERPA	<p>Family Educational Rights and Privacy Acts</p> <ul style="list-style-type: none"> <li>The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable</li> </ul>

	program of the U.S. Department of Education.
FOSS	<p>Full Option Science System</p> <ul style="list-style-type: none"> <li>Science curriculum for K-6, Published by The Regents of the University of California</li> </ul>
HIPAA	<p>Health Insurance Portability and Accountability Act</p> <ul style="list-style-type: none"> <li>Title II of HIPAA, known as the Administrative Simplification (AS) provisions, requires the establishment of national standards for <a href="#">electronic health care</a> transactions and national identifiers for providers, health insurance plans, and employers.</li> </ul>
IDEA	<p>Individuals with Disabilities Education Act</p> <ul style="list-style-type: none"> <li>A federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.</li> </ul>
IEP	<p>Individualized Education Program</p> <ul style="list-style-type: none"> <li>Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly <i>individualized</i> document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.</li> </ul>
iO Education	Online data management system GUSD uses to track student achievement, internally, over time for more productive data analysis.
IVYP	<p>Isla Vista Youth Projects</p> <ul style="list-style-type: none"> <li>A local agency supporting youth and family needs in the Isla Vista Community.</li> </ul>
KSEP	<p>Kindergarten Student Entrance Profile</p> <ul style="list-style-type: none"> <li>Assessment of early indicators of student school success used to identify students who may need early intervention supports.</li> </ul>
LCAP	<p>Local Control and Accountability Plan</p> <ul style="list-style-type: none"> <li>A tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation, and evaluation of an LCAP.</li> </ul>
LEA	<p>Local Education Agency</p> <ul style="list-style-type: none"> <li>The Goleta Union School District</li> </ul>
Learning Center	GUSD funds an additional salaried, credentialed teacher to support general education students with additional learning needs. The Learning Center Teacher ("LCT") may provide service within their classroom or within the student's classroom.
Learning Teams	A term used on school sites for students meeting together for targeted instruction where they are provided intervention or extension of learning beyond the core curricular instruction.

Lexia	Computer adaptive intervention program for reading.
MTSS	Multi-Tiered System of Supports <ul style="list-style-type: none"> <li>All interventions and extensions for academic, social, emotional, and behavioral needs beyond standard student needs.</li> </ul>
NEU	No Excuses University
PLC	Professional Learning Community <ul style="list-style-type: none"> <li>Teams of educators meet together regularly to use data and work samples to discuss student progress and strategies to respond to identified student needs.</li> </ul>
PTA	Parent Teacher Association
RFEP	Reclassified Fluent English Proficient <ul style="list-style-type: none"> <li>Students remain classified as an English Learner ("EL") until they achieve proficiency in English on a variety of criteria. Students who are classified as EL are tested annually.</li> <li>When an English Learner demonstrates English language proficiency comparable to grade-level English only speaking peers and can participate equally with them in the school's regular instructional program, the EL student is eligible to be reviewed for reclassification by Instructional Services.</li> </ul>
Second Step	A social/emotional curriculum for providing explicit instruction around social/emotional learning, grades Preschool-6 <sup>th</sup> . Published by Committee for Children.
SSC	School Site Council <ul style="list-style-type: none"> <li>A site-based committee responsible for approving school's learning plan, budget, and safety plan.</li> </ul>
SST	Student Success Team <ul style="list-style-type: none"> <li>A problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time and invites the parent and student to participate in finding solutions.</li> </ul>
Star 360	Local computer-based assessment through Renaissance Learning for ELA and Math. Also called "RenSTAR 360."
TIER II	Strategic intervention typically provided in a small group for students who need additional support beyond regular class instruction in order to move toward grade-level performance by the end of the year.
TIER III	Intensive intervention, typically provided in small group or 1:1, for students who are not otherwise demonstrating adequate progress.
Title I & III	Federal funds allocated for serving students who are socio-economically disadvantaged, transient, or English Learners, respectively.
Wonders	ELA Curriculum for K-6; published by McGraw-Hill.