



School Year: 2018-19

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Isla Vista Elementary	42-69195-6045470	9-27-18	11-7-2018

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site council (SSC) 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, 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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the English Learner Advisory Council 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 September 27, 2018.


Attested:

Lorena Reyes


Signature of Principal

9/27/18
Date

Andrew Bermond


Signature of SSC Chairperson

9/28/18
Date

Goals, Strategies, & Proposed Expenditures

Goal 1

Reading: 100% of all Isla Vista students will increase reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd – 6th) assessments, and Smarter Balanced Assessment Consortium (SBAC) Tests.

Basis for this Goal

Kindergarten/1st Grade: RenSTAR Early Literacy:

2nd – 6th Grades: RenSTAR: Growth year-to-year comparison (SGP)

3rd – 6th Grades: 2018 SBAC: students at Meets/Exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 Fall 2018 Early Literacy – scaled scores	<table border="1"> <tr> <td>K</td> <td>25% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>38% At/Above 612 SS</td> </tr> </table>	K	25% At/Above 499 SS	1 st	38% At/Above 612 SS	100% of our student cohorts in Kinder and 1 st grades will increase their scaled scores in early literacy skills						
K	25% At/Above 499 SS											
1 st	38% At/Above 612 SS											
STAR 360 Fall 2018 Reading – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>50% At/Above 219 SS</td> </tr> <tr> <td>3rd</td> <td>50% At/Above 362 SS</td> </tr> <tr> <td>4th</td> <td>50% At/Above 465 SS</td> </tr> <tr> <td>5th</td> <td>59% At/Above 570 SS</td> </tr> <tr> <td>6th</td> <td>34% At/Above 684 SS</td> </tr> </table>	2 nd	50% At/Above 219 SS	3 rd	50% At/Above 362 SS	4 th	50% At/Above 465 SS	5 th	59% At/Above 570 SS	6 th	34% At/Above 684 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in reading proficiency
2 nd	50% At/Above 219 SS											
3 rd	50% At/Above 362 SS											
4 th	50% At/Above 465 SS											
5 th	59% At/Above 570 SS											
6 th	34% At/Above 684 SS											
STAR 360 Fall 2018 Reading - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts will increase reading proficiency over the school year										
SBAC – English Language Arts	<table border="1"> <tr> <td>3rd</td> <td>61% Met or Exceeded</td> </tr> <tr> <td>4th</td> <td>70% Met or Exceeded</td> </tr> <tr> <td>5th</td> <td>46% Met or Exceeded</td> </tr> <tr> <td>6th</td> <td>59% Met or Exceeded</td> </tr> </table>	3 rd	61% Met or Exceeded	4 th	70% Met or Exceeded	5 th	46% Met or Exceeded	6 th	59% Met or Exceeded	100% of our student cohorts in 3 rd – 6 th grades will increase their scores in English Language Arts on the SBAC		
3 rd	61% Met or Exceeded											
4 th	70% Met or Exceeded											
5 th	46% Met or Exceeded											
6 th	59% Met or Exceeded											

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Isla Vista Elementary, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Isla Vista Elementary will review and revise schedules to optimize collaboration times at each grade level. Teachers will meet every week to review student work and data. Teachers will also discuss student progress, needs of struggling and advanced learners to plan next steps.

Additional grade-level planning days for planning will be allocated for each team to further support the development of interventions/extensions and data analysis.

Reading Plus will be purchased to support differentiated reading intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	District CORE budget covers expense of specialist for teacher collaboration time. \$ 2,800 additional grade level planning, \$12,200 Reading Plus
Source(s)	LCAP
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 1: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Isla Vista, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 academic school year Isla Vista Elementary will continue to support students by providing strategic, leveled, rigorous core instruction as well as providing additional supports identified for achieving grade level standards in English Language Arts. Certificated tutors will be hired and used to support reducing class size by teaching the Core/Advance clusters, so that classroom teachers can teach the strategic, intensive clusters. Teachers will monitor students through data collected during each intervention block of 6-8 weeks. Data will be analyzed and discussed in various platforms (Data Teams, Professional Learning communities, Student Success Team, parent teacher conferences, and staff meetings).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Certificated Tutors to support targeted interventions for English Language Arts: \$108,000
Source(s)	LCAP (\$54,300) Title I (\$53,700)
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

Basis for this Goal

English Language Proficiency Assessment (ELPAC)
 Number of students re-designated as Fluent-English-Proficient (FEP)
 SBAC subgroup data

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome												
ELPAC summative (speaking performance mean)	<table border="1"> <tr> <td>K</td> <td>2.1</td> </tr> <tr> <td>1st</td> <td>2.5</td> </tr> <tr> <td>2nd</td> <td>2.6</td> </tr> <tr> <td>3rd</td> <td>2.8</td> </tr> <tr> <td>4th</td> <td>2.4</td> </tr> <tr> <td>5th</td> <td>2.6</td> </tr> </table>	K	2.1	1 st	2.5	2 nd	2.6	3 rd	2.8	4 th	2.4	5 th	2.6	100% of our student will show growth on speaking performance mean
K	2.1													
1 st	2.5													
2 nd	2.6													
3 rd	2.8													
4 th	2.4													
5 th	2.6													
Teachers will create a rubric to self-assess three times/year the level of oral language frequency and complexity during an integrated lesson.	End of October	Increased frequency of oral production and use of academic vocabulary by all students.												
Reclassification Rates	41 (19.5%) students re-designated FEP	Increase percentage of students re-designated FEP												

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All English Language Learning Students at Isla Vista, including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, English language learners at Isla Vista Elementary will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level, with lower than average student to teacher class size utilizing Wonders designated ELD curriculum. Certificated Tutors will be hired and used to support reducing class size by teaching the English Only/Reclassified Fluent English Proficient/Bridging student cluster, so that classroom teacher can teach the English Learner cluster/s in.

Web-based Program Rosetta Stone will be used to support Newcomers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$38,000
Source(s)	Title III LEP (\$12,090), Title III immigrant (\$2,116), and Title I (\$23,794)
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All English Language Learning Students at Isla Vista Elementary, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, teachers at Isla Vista will use planned, structured academic conversations to support increased student talk.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost to site
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All Isla Vista students will increase reading proficiency as measured by STAR 360 Early Literacy (K-1st) and Reading (2nd-6th) assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 ELA K-56% At/Above 1 st - 58% At/Above 2 nd -47% At/Above 3 rd -58% At/Above 4 th -59% At/Above 5 th -40% At/Above 6 th -42% At/Above	65% of students will be At/Above grade level	STAR 360 ELA K-59% At/Above 1 st - 62% At/Above 2 nd -65% At/Above 3 rd -67% At/Above 4 th -64% At/Above 5 th -63% At/Above 6 th -61% At/Above

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer STAR 360 (K-6) and SRI (2 nd -6 th) Assessments 4 times a year. Students with intensive or strategic needs will be progressed monitored a minimum of once per month.	This occurred	\$0	No site Expenditure
Staff will meet in Data Team meetings four times/year to set student goals, monitor progress, analyze data, and determine next steps.	This occurred	\$0	No site Expenditure
Teachers will meet multiple times per week to collaborate regarding student progress and next steps during students' specialist times	This occurred	CORE funds used for student specialist	No site expenditure
Additional materials to support Learning Teams	This occurred-SIPPs materials purchased	\$1,000	\$1,000

Learning Team time will provide 45 minutes daily in 1 st -6 th grades to target skills needed for intervention or extension. Additional credential tutors contracted. Smaller class rations are used for intensive groups.	This occurred	\$51,840	\$51,840
Students not making progress after multiple Data Team meetings will be brought to SST (Student Study Team) meeting with parents and school experts to further analyze data, work samples, targeted goals, interventions, and next steps.	This occurred	\$1,440	\$1,440
Professional Development on the Star 360 Assessment and data analysis	This occurred	\$0	No site expenditure
Kindergarten intervention will available for the students identified as needing the most intensive interventions by the KSEP, DIBELs, and other K benchmark assessments	This occurred	\$19,440	\$19,440
Parents will be supported in learning about advocating for their child academically and learning more about Common Core Standards during parent-teacher conferences, PTA, ELAC, and SSC meetings	This occurred	\$0	No site Expenditure
Additional grade-level planning day is allocated for each team to further support the development of interventions/extensions, curriculum, planning, discussions of student progress, and identification of assessments useful for data collection.	This occurred	\$2,760	\$2,350
General education students (4 th -6 th) with intensive reading needs will participate for one hour, 3-5x/week in the systematic READ 180	This occurred	\$0	No additional site expenditure (Expense included in Learning Team

intensive intervention program. 3 rd grade students with identified intensive needs will use System 44.			totals)
K-6 th students determined to have significantly intensive needs not making adequate progress will participate in a Tier III intervention, of additional intervention support 1:1/small group targeting specific needs	This occurred	\$14,440	\$14,440
Grade levels will be supported daily with additional CT(credentialed teacher) time to allocate for Tier II support based on needs from student progress monitoring.	This occurred	\$40,752	\$40,752

ANALYSIS

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

The actions listed in the 2017-2018 SPSA supported successful administration and knowledge of various data points to modify instruction and provide targeted intervention and enrichment. Strategic scheduling of certificated teachers and specialist allowed for grade level collaboration. Planning time provided the opportunity for teachers to collaborate to share best practices, analyze data, and make next steps. Creating individualized learning plans allowed the school to monitor closely individual students and their progress.

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

Isla Vista was successful in administering the strategies and activities listed above. Professional development allowed for teachers to learn and become comfortable in administering the STAR 360 and SRI in a regular basis for all students. We did not meet our goal of getting 65% of our students at or above grade by the end of the year as measured by STAR 360. However, when comparing beginning of year data and end of year all grade levels showed growth. It is important to note that this academic year was the first year of our ELA curriculum Wonders.

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

There was no drastically material difference 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 Single Plan.

Isla Vista will continue to progress monitor all students using the STAR 360 every month along with additional grade level specific data. This data will inform instruction, groupings, services, and progress monitoring. Teachers will strategically focus on creating intensive intervention plans to monitor and accelerate student progress if students are below grade level. These plans will be shared with all personnel working with the students. We will also spend time as a staff assessing our progress on our set goals to make sure we are on target. If adequate progress is not being made we will create actionable next steps. To enhance the Wonders curriculum we will also focus on creating a robust writing program that covers the essential writing common core standards.

Goal 2

English Learner (EL) Goal: All teachers will provide access to higher level, critical thinking around the core curriculum for their students with diverse language needs by integrating English Language instruction through planning and implanting instruction with language targets embedded into the core curriculum throughout the school day.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT/ELPAC	Students will make adequate growth to move out of current proficiency level	Difficult to measure growth due to administration/transition from CELDT to ELPAC.

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Classroom teachers and learning center teacher will baseline and benchmark with the ADEPT test	This occurred-ADEPT tests were administered	No cost to site	No cost was incurred
Certificated Tutors (CT) will support the systematic school-wide designated ELD time	This occurred-tutors hired	\$14,976	\$14,976
Professional Development during site staff meetings	This occurred	No cost to site	No cost was incurred
Parent Education and training in school student expectations, CCSS standards, and advocacy for their children, and ELAC committee routines	This occurred	\$350	\$350

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement Rosetta Stone with Newcomers	This occurred	\$2,235	\$2,235

ANALYSIS

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

Teacher and master schedule reflect designated ELD time for all grade levels. Professional development notes reflects time assigned for ADEPT administration and data analysis.

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

The indicators set forth in this goal were not met. Given that the CELDT and ELPAC are two different tests it is hard to compare student growth.

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

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.

We will be adjusting the goal to target more specific academic oral language production by all EL students. We will assess the quality and quantify of academic discourse happening in designated and integrated ELD time. We believe this will support academic achievement and reclassification of long-term ELs.

Goal 3

Teachers will implement a school-wide social/emotional curriculum to establish a foundational knowledge of topic vocabulary, identify personal awareness of feeling and develop strategies for response.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Observations note several students struggling to self-regulate and accept responsibility for their	Students will learn and use strategies on how to manage their motions when faced with frustration, or upsetting	Common language taught and re-enforced by the classroom teachers. Students learned and were guided in using the language and strategies provided by the Second Step curriculum.

Metric/Indicator	Expected Outcomes	Actual Outcomes
actions. Several students demonstrate extreme deregulation resulting in multiple class evacuations.	situations.	Second Step was taught twice every month.

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Grade level teams will focus on social/emotional development during staff meeting and grade level collaboration	This occurred	\$0	No site expenditure
Grade level teams will collaborate and focus on implementing the Second Step curriculum a minimum of two times per month, with references embedded throughout daily lesson.	This occurred	\$0	No site expenditure
Grade levels will share successes and challenges with vertical teams during staff meetings and on staff's Google Classroom	This occurred	\$0	No site expenditure
Several teachers will participate on the GUSD Curriculum Council and bring information back to the staff during staff meetings.	This occurred	\$0	No site expenditure

ANALYSIS

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

The school focused on identifying the social emotional needs of students and aligning professional development and planning time to address the identified needs. Teachers planned, taught, and reflected on the Second Step curriculum. Professional learning opportunities provided a platform for teachers to discuss patterns, challenges, and next steps to address social emotional learning behaviors. Focusing on this goal helped build common language and it equipped classroom teachers with various strategies to support students.

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

Isla Vista effectively worked on the strategies and activities mentioned above. Common language was taught and re-enforced by the classroom teachers through the use of Second Step. The language used in Second Step was used throughout the day to help support students with their social emotional learning needs.

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

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.

We will continue to implement the Second Step curriculum for the 2018-2019 academic school year. Instead of teaching lessons once or twice a month we will be teaching Second Step every week. The social emotional committee will be meeting monthly to continue to work on figuring out ways that we can support our students' social emotional needs. The committee will assess school systems and work on ways to create common language that can be used by all adults on campus, not just classroom teachers, to support students. Positive reinforcements/incentives as a school will be identified and implemented.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 161,953

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 161,000

Consolidation of Funds

Federal Programs	Allocation (\$)
Title 1-Part A – School Allocation	\$74,497
Title III- Part A – Limited English Proficiency	\$12,090
Title III-Part A - Immigrant	\$2,116

Subtotal of consolidated federal funds for this school: \$88,703

State or Local Programs	Allocation (\$)
LCAP – Local Control Accountability Plan	\$73,250

Subtotal of consolidated state or local funds for this school: \$73,250

Total of consolidated (federal, state, and/or local) funds for this school: \$161,953

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Glossary of Acronyms

ADEPT	A Developmental English Proficiency Test	LNF	Letter Naming Fluency
		PI	Program Improvement
BPST	Basic Phonics Skills Test	QEIA	Quality Education Investment Act
CCSS	Common Core State Standards	RFEP	Reclassified as Fluent English Proficient
CDS	County-District-School Code	SBAC	Smarter Balanced Assessment Consortium
CE	Compensatory Education	SIG	School Improvement Grant
CELDT	California English Language Development Test	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Site Words
ConApp	Consolidated Application	SPSA	Single Plan for Student Achievement (i.e. this document)
CPM	College Preparatory Mathematics	SSC	School Site Council
CTE	Career and Technical Education	SST	Student-Study Team
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	STAR 360	Renaissance STAR Reading, Math and Early Literacy Program
EC	California Education Code	SY	School Year
EL	English Learner	Title I-IV	Strengthening and Improvement of Elementary and Secondary Schools (20 U.S.C. 6301 et seq.)
ELA	English Language Arts		
ELD	English Language Development		
EIA-LEP	Economic Impact Aid/Limited English Proficient		
EIA-SCE	Economic Impact Aid/State Compensatory Education		
ESEA	Elementary and Secondary Education Act		
FPM	Federal Program Monitoring		
GUSD	Goleta Union School District		
LCAP	Local Control Accountability Plan		
LCFF	Local Control Funding Formula		
LEA	Local Educational Agency (i.e. GUSD)		
LEP	Limited-English-Proficient		