Single Plan for Student Achievement

Isla Vista Elementary School
6875 El Colegio Road
Goleta, CA 93117

Revision Date: October, 2017

Isla Vista School
Single Plan for Student Achievement

School: Isla Vista Elementary School

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6045470

Principal: Mary Kahn

Date of this revision: October 26, 2017

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 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:

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

Table of Contents

Form A: Planned Improvements in Student Performance

Form B: Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in this Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurance

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

SCHOOL GOAL(s) 1: English Language Arts
All Isla Vista School students will increase reading proficiency as measured by Star 360 Early Literacy (K-1st) and Reading (2nd-6th) assessments.

Target Goals: 65% of Isla Vista students will be At/Above grade level and less than 15% will be at Urgent Intervention level as measured by Star 360 benchmark data.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?

STAR 360 ELA
 	
K: 15% Urgent Intervention
    21% Intervention
    8% On Watch
    56% At/Above
1st: 12% Urgent Intervention
    15% Intervention
    15% On Watch
    58% At/Above
2nd: 31% Urgent Intervention
    12% Intervention
    10% On Watch
    47% At/Above
3rd: 17% Urgent Intervention
    13% Intervention
    13% On Watch
    58% At/Above
4th: 16% Urgent Intervention
    13% Intervention
    12% On Watch
    59% At/Above
	Star 360 data show that a significant number of students need support this year in order to meet grade level expectations.
	
	This is the second year our students are taking the Star 360 assessment. However, this is the first year our students are using the Star 360 for progress monitoring, monthly.
	
	Our goal is that all students will make progress.
		Students will participate in benchmark assessments for the baseline and three benchmarks. Students performing at Urgent Intervention, Intervention, and On Watch levels will also participate in monthly progress monitoring.
		
		Where can a budget plan of the proposed expenditures for this goal be found?
		
		School Site Council documents

5th: 13% Urgent Intervention
    34% Intervention
    13% On Watch
    40% At/Above
6th: 23% Urgent Intervention
    25% Intervention
    10% On Watch
    25% At/Above
School: 18% Urgent Intervention
         19% Intervention
         12% On Watch
         52% At/Above	

STRATEGY: During 2017-2018, Isla Vista School will continue to implement our MTSS (Multi-Tiered System of Supports) to support students with superior core instruction as well as support additional needs identified for achieving grade level standards in English Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August – May 2017-2018	Teachers, principal, GUSD Curriculum/Instruction	Professional Development on the Star 360 Assessment (site-based, computer adaptive assessment) and data analysis	No additional expense
August – May 2017-2018	Teachers, principal	Students will be assessed in reading with the Star 360 (K-6th) and SRI (2nd-6th) four times per year by the classroom teacher. Students with intensive or strategic needs will be progress monitored a minimum of once per month.	No new expenses
August – May 2017-2018	Teachers, Learning Center Teacher, School Psychologist, Principal	Staff will meet in Data Team meetings four times/year to set student goals, monitor progress, analyze data, and determine next steps.	No additional expense
August – May 2017-2018	Teachers, principal	Teachers will meet multiple times per week to collaborate regarding student progress and next	CORE Funds used for student specialists, no

		steps during students' specialist times	additional expense for teacher collaboration time
August – May 2017-2018	Teachers, site tech leads, principal	Teachers will be trained on Google Apps, Lexia, and other Apps for improved communication, instruction, and innovation	Funds for 1 additional site tech leads/year $750/LCAP
August – May 2017-2018	Teachers, staff	Learning Team time will provide 45 minutes daily (160 days/year) in 1st-6th grades to target skills needed for intervention or extension. Additional Credentialed Teacher Tutors contracted. Smaller class ratios are used for more intensive groups.	CT (Credentialed Teacher) support $51,840/ LCAP, Title I, District Learning Center Funds
October-Dec. 2017	Teachers	Additional materials to support Learning Teams	Cost of SIPPs program additional materials as needed, resource materials, $1000/General Ed.
August – May 2017-2018	Learning Center teachers, 3rd-6th grade	General education students (4th-6th) with intensive reading needs will participate for one hour, 3-5x/week in the systematic READ 180 intensive intervention program. 3rd grade students with identified intensive needs will use System 44.	Expenses included in Learning Team totals
August – May 2017-2018	Library Media Specialist	All students will participate in a school wide reading incentive program through our library and classroom teachers with Scholastic Reading Counts.	Reading Counts annual tests update $800/Gen. Ed.
August – May 2017-2018	Learning Center	K-6th 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 goals.	$14,400/ LCAP, Title I, Title III Immigrant, Title III LEP
August – May 2017-2018	ASES Director, principal	Students with significant learning or social/emotional needs will be identified as high priority to participate in our after-school program	$192,600/ASES grant & IVYP collaboration

		serving ~145 students daily.	
August – May 2017-2018	Teachers, CTs	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.	CT Support $40,752/LCAP, Title I, Title III Immigrant, Title III LEP,
August – May 2017-2018	Learning Center, K Teachers	Kindergarten intervention will be available for the students identified as needing the most intensive intervention by the KSEP, DIBELs, and other K benchmark assessments.	Partnership with THRIVE Isla Vista (KSEP data), CT support $19,440
August – May 2017-2018	Principal, Data Teams, SST Team (includes school personnel and parents of individual child of concern)	Students not determined to be making adequate progress will be discussed with grade level colleagues during Data Team meetings. Progress will be documented. Students not making progress after multiple Data Team meetings will be brought to an SST (Student Success Team) meeting with parents and school experts to further analyze data, work samples, targeted goals, interventions, and next steps. Progress on goals and the students' response to increasing intensity of interventions will be monitored closely by the SST team.	Funds for SST meeting substitutes $1440/LCAP
August – May 2017-2018	Teachers, Principal, parents	Parents will be supported in learning about advocating for their child academically, working as a partner in collaboration with the school, and learning more about Common Core Standards during parent-teacher conferences, PTA, ELAC, and SSC meetings.	No additional expense
August – May 2017-2018	Teachers in Grade Level Teams, principal	An additional grade-level planning day is allocated for each team to further support the development of interventions/extensions, curriculum, planning, discussion of student progress, and identification of assessments useful for data collection.	Grade Level Time for planning & observations $2760/LCAP

LCAP Goal 3: Provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students. Key feature and highlights include adding a new K-6 program in support of social-emotional development to existing programs of broad character development.

SCHOOL GOAL 2: Social/Emotional/Behavioral Support
During the 2017-2018 school year, teachers will implement a school-wide social/emotional curriculum to establish a foundational knowledge of topic vocabulary, identify personal awareness of feelings and develop strategies for response.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Teacher and staff observations note several students struggling to self-regulate and accept responsibility for their actions. Several students demonstrated extreme behavioral dysregulation resulting in multiple class evacuations. Other students are challenged to concentrate on learning due to social conflicts.	Students need to learn explicit strategies on how to manage their emotions when faced with frustration, or upsetting situations.	Grade level leads on the social/emotional committee will report implementation progress to the staff. **Where can a budget plan of the proposed expenditures for this goal be found?** School Site Council documents

STRATEGY: Students will participate in the Second Step curriculum at least two times per month with follow up between lessons.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August – May 2017-2018	Teachers in Grade Level Teams, principal	Grade level teams will focus on social/emotional development during staff meetings and grade level collaboration.	No additional site expenses
August – May 2017-2018	Teachers in Grade Level Teams, principal	An additional grade-level planning day is allocated for each team to further support the development of social emotional/behavioral curriculum, planning, discussion of student progress, and identification of assessments useful for data collection.	Grade Level Time for planning & observations $2760/LCAP
August – May 2017-2018	Teachers in Grade	Grade level teams will collaborate and focus on	No additional expense

	Level Teams, principal	implementing the Second Step curriculum a minimum of two times per month, with references embedded throughout daily lessons.	
August – May 2017-2018	Teachers in Grade Level Teams, principal	Grade levels will share successes and challenges with vertical teams during staff meetings and on staff's Google Classroom	No additional expense
August – May 2017-2018	Curriculum Council teachers, principal	Several teachers will participate on the GUSD Curriculum Council and bring information back to the staff during staff meetings	No additional expense

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

SCHOOL GOAL 3: English Learners
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 implementing instruction with language targets embedded into the core curriculum throughout the school day.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CELDT and ADEPT data from 2016-2017 school year was reviewed.	Data from 2016-2017 CELDT and ADEPT formative assessments indicates that we have a large number of students who are making progress in English skills, but many who are maintaining an overall score within the same proficiency level.	ADEPT assessment will be given 2 times during the year to all annual students. (December and May) CELDT will be given to all new students. The new test (ELPAC) will be given in the spring. **Where can a budget plan of the proposed expenditures for this goal be found?** School Site Council documents

STRATEGY: During 2017-2018 English Learners at Isla Vista will participate in a school-wide 30 minute, daily designated English Language Development period, taught at their language level with lower than average teacher to student class size. Teachers will adapt strategies identified in the Wonders ELA/ELD curriculum, as they will as intentionally plan core subject lessons with language targets embedded into the curriculum and lessons throughout the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August – May 2017-2018	Classroom Teachers and Learning Center Teacher	Classroom teachers and Learning Center Teacher will baseline and benchmark with the ADEPT test	No additional cost
August – May 2017-2018	ELD and Classroom teachers	Certificated Tutors will support the Systematic School-Wide Designated ELD time (8 tutors x 180 days, .65hour/day for instruction & planning)	Certificated Tutor cost $14,976/Title I, Title III LEP, Title III Imm
August – May 2017-2018	Classroom Teachers, Learning Center Teacher, Principal	Classroom teachers will use of Academic Language and engagement strategies (Kate Kinsella) and Wonders ELA/ELD integrated ELD recommended strategies throughout content area instruction.	No additional cost
August – May 2017-2018	Classroom Teachers, Learning Center Teacher, Principal	Professional Development during Site Staff Meetings (Principal/Classroom Teachers)	No additional cost
August – May 2017-2018	Teachers, Principal	Principal and team of teachers will attend Turnaround Schools Conference. Team will provide professional development for staff during staff meetings. Staff will work collaboratively to review and implement best practices.	Conference, substitutes, accommodations, travel $7280/Title I
August – May 2017-2018	ELAC Committee, Principal	Parent Education and training in school student expectations, CCSS standards, and advocacy for their children, & ELAC committee routines	$350/ Title III LEP
August – May 2017-2018	Teachers	Implement Rosetta Stone with Newcomers	$2235/ Title I

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:

Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding
• Community Liaisons & Licensed Clinical Social Workers	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
• Professional Development Instructional Rounds Cognitive coaching	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
• Identification and assessment of English Learners	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
• Translation of required documents, communication to parents, and notification of student progress	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	$39,038	Title I & LCAP
• District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners	August 2017 - May 2018	Required translation of meeting materials	$1,797	Title I
• Coordination of reviews regarding program compliance with state regulations	August 2017 – Ongoing	Multi-funded central office administration to coordinate categorical programs	$19,241	Title I
• Supplemental Services	August 2017 - June 2018	Continued – set aside for Program Improvement	$77,560	Title I

09.25.17

Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
☒ **Local Control Funding Formula (LCFF) – Base Grant** Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$73,991	☐
☐ **LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$	☐
☐ **LCFF – Concentration Grant** 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	$	☐
☐ **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	☐
☐ **Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
☐ **Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	☐
☐ **Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
☐ **Pupil Retention Block Grant (Carryover only)** Purpose: Prevent students from dropping out of school	$	☐
☐ **Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
☐ **School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	☐
☐ **School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	☐
☐ **Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	☐

		Allocation	Consolidated in the SWP
☐	**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)	$	☐
	Total amount of state categorical funds allocated to this school	$73,991	

Federal Programs		**Allocation**	**Consolidated in the SWP**
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$69,848	☐
☐	**Title I, Part A: Parental Involvement** (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).	$	☐
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$	☐
☒	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$20,815	Title III funds may not be consolidated as part of a SWP[1]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	☐

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[1] 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.

☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	☐
☒	**Other federal funds** (Title III Immigrant)	$3,472	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
Total amount of federal categorical funds allocated to this school		$	
Total amount of state and federal categorical funds allocated to this school		$168,126	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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.[2] 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
Morgan Gainer, Chairperson	☐	☐	☐	☒	☐
Andrew Bermond	☐	☐	☐	☒	☐
Vanessa Cupertino	☐	☐	☐	☒	☐
Mark Warren	☐	☒	☐	☐	☐
Maija Miller	☐	☐	☒	☐	☐
Mary Kahn	☒	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1☐	1☐	1☐	3☐	☐

[2] *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 _____ 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: October 26, 2017.

Attested:

_____Mary Kahn_____ _~Mary Ka~_ _10-26-17_
Typed name of School Principal Signature of School Principal Date

_____Morgan Gainer_____ _~signature~_ _10-26-17_
Typed name of SSC Chairperson 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.

SPSA 2016-2017 ANNUAL EVALUATION

Priorities and Outcomes for 2016-2017:

2016-2017 SCHOOL GOAL(s) 1: English Language Arts
All Isla Vista School students will increase reading proficiency as measured by DIBELs, SRI, Star 360 and CAASPP assessments.

Review of 2016-2017 Data
When looking at school-wide measures, students made improvements—especially when we consider that the benchmarks at the end of the year are progressively harder than at the baseline at the beginning of the year. However, some students did not make the level of growth anticipated or desired as measured by local instruments. It is noted that more students have success moving out of intensive groups as they get into higher grade levels.

			DIBELS Intensive	DIBELS Strategic	DIBELS Core		SRI Intensive	SRI Strategic	SRI Core	Sri Enrichment	SRI Core + Enrichment
Kindergarten	Fall 2016	LN	21%	14%	60%						
	Spring 2017	LN	49%	4%	47%						
	Spring 2017	CLS	59%	6%	36%						
First Grade	Fall 2016	CLS	33%	16%	51%						
	Spring 2017	CLS	43%	6%	51%						
	Spring 2017	WRC	0%	12%	88%						
Second Grade	Fall 2016	ORF	20%	18%	62%		56%	8%	20%	16%	36%
	Spring 2017	ORF	14%	16%	70%		19%	16%	39%	26%	65%
Third Grade	Fall 2016	ORF	19%	8%	73%		26%	19%	15%	40%	55%
	Spring 2017	ORF	16%	16%	68%		24%	10%	31%	36%	67%
Fourth Grade	Fall 2016	ORF	21%	20%	59%		41%	7%	29%	23%	52%
	Spring 2017	ORF	5%	11%	84%		27%	9%	31%	33%	64%
Fifth Grade	Fall 2016	ORF	15%	24%	65%		20%	11%	30%	39%	69%
	Spring 2017	ORF	14%	22%	59%		15%	18%	36%	31%	67%
Sixth Grade	Fall 2016	ORF	16%	13%	71%		17%	16%	22%	44%	66%
	Spring 2017	ORF	8%	18%	74%		10%	29%	8%	53%	61%
School Total	Fall 2016	ORF	21%	17%	63%		32%	13%	23%	33%	55%
	Spring 2017	ORF	23%	13%	64%		18%	17%	28%	36%	64%

Kindergarten: (LN) Letter name fluency, (CLS) Correct letter sounds
First: (CLS) Correct letter sounds), (WRC) Words read correct
Second-Sixth: (ORF) Oral reading fluency

CAASPP ELA Data:
As a school, our overall performance went up 34 points.

2015-2016 ELA Scaled Score: 2471
2016-2017 ELA Scaled Score: 2505

2016-2017 SCHOOL GOAL 2: Math
During the 2016-2017 school year, teachers utilize adopted math materials to implement core instruction, including collecting and analyzing end-of-unit data to guide curriculum development, instruction, and to differentiate for students' needs.

CAASPP Math Data:
As a school, our overall performance went up 41 points.

2015-2016 Math Scaled Score: 2482
2016-2017 Math Scaled Score: 2523

SCHOOL GOAL 3: English Learners

All teachers will provide access to core curriculum for their students with diverse language needs by planning and implementing instruction with language targets embedded into the core curriculum throughout the school day.

Results:

All teachers provided access to core curriculum through instruction of academic vocabulary and targeting language needs across curriculum areas. Scaffolding for different levels of English language learners was provided, such as sentence frames, so that all students can participate in learning. Newcomer students engaged in the Rosetta Stone language program to build initial basic English skills.

Plan Implementation, Strategies and Activities

- Teachers set reading goals for their students, sharing these learning targets with their grade level teams, administrator, parents, and students.
- Teachers assessed students with common school-wide baseline and benchmark assessments in order to analyze student progress through collaborative conversations.
- Teachers progress monitored student achievement for students identified with intensive or strategic needs at least once per month.
- Teachers met monthly in data team meetings and weekly in collaborative grade level teams to discuss student progress, and how to improve instruction to support student achievement.
- Teachers collected student data in our IOEdcucation data management system to more easily collaborate around student learning progress and needs.
- Teachers, along with additional Credentialed Teacher Tutors, provided targeted intervention and extension support for all students in grades 1st-4th 45 min/M-F, and 5th/6th 45 min/M-W.
- A systematic curriculum for phonics instruction in grades 1st-3rd was implemented.
- Further support for students more than one year below grade level was offered in grades 4th-6th with our Read 180 program.
- Students participated in a school-wide reading incentive program, Reading Counts.
- Additional Tier II support within classrooms, provided by a Credentialed Teacher Tutor, was provided to all classrooms to support students with accessing core curriculum.
- Additional Tier III intervention with 1:3 or less ratios was provided for students determined to not making adequate progress on their goals through core instruction or Tier II support.
- Students were systematically prioritized for participation in our after-school

program based on academic, social/emotional, or behavioral needs.
- After-school tutoring was arranged for students in 4th-6th grade with UCSB student partners.
- All students in 3rd-6th grade utilized Chromebooks to enhance learning.
- iPads were made available to all students in TK-2nd, with a goal to reach 1:2 in 1st/2nd, clusters of 8 in K, and cluster of 5 in TK for the next year.
- Teachers participated in technology training through Google Summit or learning supported by our site's teacher technology leads.
- MTSS (Multi-Tiered System of Supports) meetings were held for all students identified as not making adequate progress to outline a written plan for student progress with the expert team, which includes the parent(s).
- Parents continued their leadership growth through PTA, ELAC, SSC, and workshops offered at the Community Center on parenting supports.

Involvement/Governance
- School Site Council reviewed the student achievement data, and budget information to develop school priorities, goals, and strategies.
- The ELAC (English Language Learner Advisory Committee) reviewed the same student achievement data, and budget information as the SSC. They asked questions and provided feedback that the principal shared with the SSC.
- As data was collected and student goals set, this information was shared with SSC, ELAC, teachers at staff meetings, and families during student-teacher conferences.

Glossary of Terms

ADEPT: A Developmental English Proficiency Test to indicate general level of oral English proficiency a student has.

ASES: After School Education & Safety program (A structured childcare program funded by a CA State grant to support students and families with need.)

CAASPP: California Assessment of Student Performance and Progress (State tests for students in grades third through twelfth grades on English Language Arts, Math, and Science in Grade 5, 8, and high school.)

(CCSS) Common Core Standards: California's version of the National Standards for learning expectations in all core subjects at each grade level.

CORE funds: Funds allocated the school site for specialists such as music, art, computer, and physical education.

(CT) Credentialed Teacher Tutor: Credentialed teacher hired to provide additional support in core academic areas.

Data Team: Team of individuals potentially including grade level teachers, school psychologist, Learning Center teacher, principal meeting to discuss student progress, and how to support those need additional intervention/extension

DIBELs: Dynamic Indicators of Basic Early Literacy Skills (Assessment for early reading readiness skills and reading fluency.)

ELAC: English Language Advisory Committee (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.

ELD: English Language Development (Instruction provided in a designated setting for a specific language level or during an integrated setting with all students in the general class.)

IOEducation: Data management system Goleta Union School District uses to track student achievement internally over time for more productive data analysis.

IVYP: Isla Vista Youth Projects, a local agency supporting youth and family needs in the Isla Vista Community.

KSEP: Kindergarten Student Entrance Profile (Assessment of early indicators of student school success, used to identify students who may need early intervention supports)

LCAP: Local Control and Accountability Plan

LEA: Local Education Agency (Goleta Union School District)

Learning Center: Goleta Union School District funds an additional salaried, credentialed teacher to support general education students with additional learning needs. The learning center teacher may provide service within her classroom or within the student's classroom.

Learning Teams: Term used on school site for students meeting together for targeted instruction to intervene or extend learning beyond core instruction.

Lexia: Computer adaptive intervention program for reading

MTSS: Multi-Tiered System of Supports (All interventions and extensions for academic, social, emotional, and behavioral needs beyond standard student needs.)

PTA: Parent Teacher Association

Read 180/Systems 44: Reading intervention program(s) for students a year or more below grade level.

Reading Counts: Term used for a school-wide reading incentive program that includes taking brief comprehension tests on the books that a student read.

Second Step: A curriculum for providing explicit instruction around social/emotional learning, grades TK-6th.

SRI: Scholastic Reading Inventory (Site-based assessment for reading comprehension in second through sixth grade.)

SSC: School Site Council (Site-based committee responsible for approving school's learning plan, budget, and safety plan.)

STAR 360: Local computer-based assessment through Renaissance Learning

Tier II Intervention: Strategic intervention, typically provided in 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 intervention: Intensive intervention, typically provided in small group or 1:1, for students who are not otherwise demonstrating adequate progress.

Title I, Title III Immigrant, Title III LEP: Federal funds allocated for serving students who are socio-economically disadvantaged, transient, or English Learners, respectively.