

Single Plan for Student Achievement



**Isla Vista Elementary School  
2016-2017**

# 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 11, 2016

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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Position: Principal

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The District Governing Board approved this revision of the SPSA on 11/16/16.



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## Form A: Planned Improvements in Student Performance

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

**LEA GOAL: 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 DIBELs, SRI, Star 360 and CAASPP assessments.

**Formative Assessment Guiding Targets:**

65% of K-6<sup>th</sup> grade Isla Vista students will demonstrate grade level proficiency (Core Level) in reading achievement as measured by the DIBELs end of year benchmark assessments.

65% of 2<sup>nd</sup>-6<sup>th</sup> grade students will perform at the Core or Enrichment levels of the Scholastic Reading Inventory.

65% of 3<sup>rd</sup>-6<sup>th</sup> grade students will meet or exceed standards in English Language Arts as measured by the CAASPP.

Less than 20% of students school-wide will be classified as needing intensive intervention as measured by end-of-year grade level benchmarks on the DIBELs assessment.

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?
<p>Baseline fall benchmark data was collected school-wide (TK-6<sup>th</sup>) for reading fluency with the DIBELs assessment. Core: 63%, Intensive: 21%</p> <p>Baseline benchmark data was collected in grades 2<sup>nd</sup>-6<sup>th</sup> grade for reading comprehension with the Scholastic Reading Inventory (SRI). Core/Advanced: 55%, Intensive: 32%</p> <p>CASSPP data: 58% Met/Exceeded standards</p>	<p>Overall, our Isla Vista School students are demonstrating strong growth over the school year in English Language Arts. Through the course of the year, many students are moving out of intensive needs into strategic or core/advanced.</p> <p>We have succeeded in significantly increasing fluency skills over the last several years. However, a large number of students continue to demonstrate challenge in reading comprehension. It should be noted that we increased the rigor of our rubric this year, which is reflected in the intensive needs.</p>	<p>Students will participate in benchmark assessments 3x year for both the DIBELs (TK-6<sup>th</sup>) and SRI (2<sup>nd</sup>-6<sup>th</sup>). Progress monitoring will be performed at least monthly for all students determined as needing intensive and strategic intervention.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>School Site Council documents</p>

**STRATEGY:** During 2016-2017, 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 2016-2017	Teachers, principal, GUSD Curriculum/Instruction	Professional Development in EADMS (Data Management System) and data analysis	No additional expense
August – May 2016-2017	Teachers, principal	Students will be assessed in reading with the DIBELS assessment (K-6 <sup>th</sup> ) and SRI (2 <sup>nd</sup> -6 <sup>th</sup> ) three 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 2016-2017	Teachers, principal	Staff will meet in Monthly Data Team meetings to set student goals, monitor progress, analyze data, and determine next steps.	No additional expense
August – May 2016-2017	Teachers, principal	Teachers will meet multiple times per week to collaborate regarding student progress and next steps during students' specialist times	CORE Funds used for student specialists, no additional expense for teacher collaboration time
August – May 2016-2017	Teachers, site tech leads, principal	Teachers will be trained on Google Apps for improved communication, instruction, and innovation	Funds for 1 additional site tech leads/year \$750/LCAP
August – May 2016-2017	Teachers, staff	Learning Team time will provide 45 minutes daily (160days/year) in 1 <sup>st</sup> -6 <sup>th</sup> 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 \$28,800/LCAP, Title I

October-Dec. 2016	Teachers	Additional materials to support Learning Teams	Cost of SIPP's program \$1000/General Ed.
August – May 2016-2017	Learning Center teachers, 3 <sup>rd</sup> -6 <sup>th</sup> grade	General education students (4 <sup>th</sup> -6 <sup>th</sup> ) with intensive reading needs will participate for one hour, 3-5x/week in the systematic READ 180 intensive intervention program. 3 <sup>rd</sup> grade students with identified intensive needs will use System 44.	No additional expense
August – May 2016-2017	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 2016-2017	Learning Center	K-6 <sup>th</sup> 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.	\$17,280/ LCAP, Title I, Title III Immigrant, Title III LEP
August – May 2016-2017	ASES Director	Students with significant learning or social/emotional needs will be identified as high priority to participate in our after-school program serving ~145 students daily.	\$192,600/ASES grant & IVYP collaboration
August – May 2016-2017	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 \$60,538.26/LCAP, Title I, Title III Immigrant, Title III LEP
August – May 2016-2017	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 \$16,200

<p>August – May 2016-2017</p>	<p>Principal, Data Teams, MTSS Team (includes school personnel and parents of individual child of concern)</p>	<p>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 a MTSS (Multi-Tiered System of Supports) 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 MTSS team.</p>	<p>Funds for MTSS meeting substitutes \$1,080/LCAP</p>
<p>August – May 2016-2017</p>	<p>Teachers, Principal, parents</p>	<p>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</p>	<p>No additional expense</p>
<p>August – May 2016-2017</p>	<p>After-School Tutoring Coordinator</p>	<p>After school tutoring for 4<sup>th</sup>-6<sup>th</sup> grade students by community volunteers</p>	<p>\$1,080/LCAP, Fund Coordinator/year</p>

**LEA GOAL: LCAP Goal 3: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA, and science**

**SCHOOL GOALS 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.

<p><b>What data did you use to form this goal?</b></p> <p>GUSD adopted a new math curriculum last year. Bridges for K-5, CPM for 6<sup>th</sup> grade.</p> <p>Teachers participated in professional development last year in the new math program, learning to implement primary components. This year our teachers will collect data of common unit assessments for the purpose of discussing student progress and instructional strategies.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Math curriculum and development has been a focus during the last several years' teacher collaboration meetings. GUSD adopted new math curriculum last year.</p> <p>Teachers have identified math as an area of continued growth. As teachers now are familiar with the district's data management system, they can enter the common unit test scores and have collegial conversations around student progress.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Assessments for data collection will be entered into the district's data management system. Data team meetings will include conversation about math progress and instructional strategies to support student needs.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>School Site Council documents</p>
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**STRATEGY: Student learning will be strengthened through data collection and analysis, professional development and collaboration.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August – May 2016-2017	Teachers in Grade Level Teams, principal	Grade level teams will focus on math during site professional development and grade level collaboration.	No additional site expense
August – May 2016-2017	Teachers in Grade Level Teams, principal	An additional grade-level planning day is allocated for each team to further support the development of math curriculum, planning, discussion of student progress, and identification of assessments useful for data collection.	Grade Level Time for planning & observations \$6000/LCAP
August – May 2016-2017	Teachers in Grade Level Teams, principal	Grade level teams will collaborate and focus on problem-solving daily—supporting each other with the development of curriculum and rubrics, as well as discussing student progress.	No additional expense
August – May 2016-2017	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 2016-2017	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: Goal 3:** The District will meet or exceed CELDT requirements for the Annual Measurable Achievement Objectives (AMAOs) 1, 2 and 3 during the 2016-2017 school year.

**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.

<p><b>What data did you use to form this goal?</b></p> <p>CELDT and ADEPT data from 2015-2016 school year was reviewed.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Data from 2015-2016 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.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>ADEPT assessment will be given 2 times during the year to all annual students. (December and May)          CELDT will be given during the state mandated window ending on Oct. 30.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b>          School Site Council documents</p>
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**STRATEGY:** During 2016-2017, 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 are Systematic ELD trained and implement systematic instruction. Student groupings are flexible through the year based on CELDT and ADEPT assessments. Additionally, teachers will design curriculum and instruction with language targets embedded into the curriculum and lessons throughout the school day.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August – May 2016-2017	Classroom Teachers and Learning Center Teacher	Classroom teachers and Learning Center Teacher will baseline and benchmark ADEPT test	No additional cost
August – May 2016-2017	ELD Teachers in conjunction with ongoing feedback from 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 \$20,400

August – May 2016-2017	Classroom Teachers, Learning Center Teacher, Principal	Classroom teachers will use of Academic Language and engagement strategies (Kate Kinsella) throughout content area instruction.	No additional cost
August – May 2016-2017	Classroom Teachers, Learning Center Teacher, Principal	Professional Development during Site Staff Meetings (Principal/Classroom Teachers)	No additional cost
August – May 2016-2017	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 2016-2017	Teachers, Principal	Character education development to support student social/emotional progress, allowing for students' full focus on academic achievement	No additional expense— materials acquired at end of school year 2015-2016
August – May 2016-2017	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

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

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

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons</li> </ul>	August 2016 - May 2017	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$201,389	LCAP
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	August 2016 - May 2017	Provided teachers and principals with research-based professional development that supports the District's plans for improving student achievement  Private School Set Aside	\$38,173	Title I
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2016 - May 2017	Provide in-service to administer the California English Language Development Test and primary language assessment; administer test	\$54,000  \$10,800 \$43,200	Title I & LCAP  Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of NCLB documents, communication to parents, and notification of student progress</li> </ul>	August 2016 - May 2017	Required translation of materials, parent letters, and parent conferences	\$38,000	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2016 - May 2017	Required translation of meeting materials	\$1,760	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2016 – Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,000	Title I
<ul style="list-style-type: none"> <li>School Choice, and Supplemental Services</li> </ul>	August 2016 - May 2017	Required – set aside for Program Improvement	\$76,345	Title I

**Form C: Programs Included in this Plan**

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$52,670	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>

<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$52,670	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$65,000	<input type="checkbox"/>
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$20,000	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>

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

<input checked="" type="checkbox"/> <b>Other federal funds</b> (Title III Immigrant)	\$2,000	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$87,000	
Total amount of state and federal categorical funds allocated to this school	\$139,670	

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.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura Zizumbo, Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shreya Parikh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Morgan Gainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kelly Knappe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claudia Cavaletto	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>

<sup>4</sup> EC Section 52852



**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee *Sara Zizumbo* 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 11, 2016

Attested:

Mary Kahn  
Typed name of School Principal

*Mary Kahn*  
Signature of School Principal

10-11-16  
Date

Laura Zizumbo  
Typed name of SSC Chairperson

*Sara Zizumbo*  
Signature of SSC Chairperson

10-11-16  
Date

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## 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 2015-2016 ANNUAL EVALUATION

#### Priorities and Outcomes for 2015-2016:

##### **2015-2016 SCHOOL GOAL(s) 1: English Language Arts**

All Isla Vista School students will increase reading proficiency as measured by DIBELs, SRI, and CAASPP assessments.

##### **Formative Assessment Guiding Targets:**

65% of K-6<sup>th</sup> grade Isla Vista students will demonstrate grade level proficiency (Core Level) in reading achievement as measured by the DIBELs end of year benchmark assessments.

60% of 2<sup>nd</sup>-6<sup>th</sup> grade students will perform at the Core or Enrichment levels of the Scholastic Reading Inventory.

60% of 3<sup>rd</sup>-6<sup>th</sup> grade students will meet or exceed standards in English Language Arts as measured by the CAASPP.

Less than 20% of students school-wide will be classified as needing intensive intervention as measured by end-of-year grade level benchmarks on the DIBELs assessment.

##### **Review of 2015-2016 Data**

Our students performed overall very well, achieving the majority of our formative assessment guiding targets.

##### Fluency:

In the Fall of 2015, 61% of our students were assessed on reading fluency with DIBELs as CORE, with 24% of students identified as needing intensive intervention. It should be noted that the assessments have progressive benchmarks, so the spring targets for fluency are higher than the fall targets for each grade, respectively. We reduced the overall number of students who are considered in need of intensive intervention down to 22%, although this is still a number higher than our guiding target of less than 20%. It can be noted that the largest majority of students still struggling with fluency are in the primary grades, particularly in kindergarten with 50% of our students in the intensive category for identifying correct letter sounds. We did increase the overall number of students who are reading fluently at grade level up to 66%, meeting our guiding target of 65%.

### Reading Comprehension:

Our goal was to have 60% or higher of our students perform at grade level or above on the Scholastic Reading Inventory (SRI) spring benchmark, which would be up from the Fall's baseline of 54%. It should be noted that the benchmarks due progress through the year, so the spring benchmarks are significantly higher than the fall. We had great success with focusing on reading comprehension. 65% of our students in grades 2<sup>nd</sup>-6<sup>th</sup> who take this test demonstrated grade level proficiency or above on the spring benchmark. This significantly exceeded our goal of 60%.

### CAASPP Data:

This was the first year we had data to compare for the CAASPP. We set our goal for 60% of our student will perform at grade level or above on this assessment. Although we did not quite meet that lofty target, our students did improve. 58% of our students performed at grade level or above in English Language Arts on this state assessment, which is up from 54% the previous year and above the statewide average of 49% meeting or exceeding grade level expectations.

### **2015-2016 SCHOOL GOALS 2: Math**

During the 2015-2016 school year, teachers will become trained and implement the new district adopted math materials with fidelity to support all students in the teaching, instruction, and learning of the new CCSS in mathematics. Assessment tools and processes for the collection of mathematics data will be reviewed and determined to be in place for data collection and analysis for the 2016-2017 year.

During the 2015-2016 school year, teachers worked collaboratively to implement the new adopted curriculum for math (Bridges for K-5, CPM for 6<sup>th</sup>). Our teachers found the unit assessments to be a useful tool to begin conversation with data around math. Our teachers collected and shared data with their grade level team for collaborative conversations to support improving instructional strategies.

Our students also performed well on the CAASPP statewide assessment. Although this was not data we had set a specific target for in math, it is worth noting that 51% of our students in 3<sup>rd</sup>-6<sup>th</sup> grade who tested in math on the CAASPP performed at or above grade level. This is up from 47% the previous year and above the statewide average of 37%.

### **SCHOOL GOAL 3: English Learners**

62% of Isla Vista students will demonstrate growth in language fluency in order to meet CELDT requirements as delineated in the LEA Plan, as determined by the annual CELDT test and ADEPT benchmark assessments.

### Results:

Student progress on language proficiency from the 2014-2015 to the 2015-2016 school

year in English Language Proficiency for our English Learners is positive, but not yet where we would like to see it. Each year the students take the annual test in English proficiency. In order to remain at the same level, students have to actually make significant progress because the test each year is more challenging. However, the goal is to actually move one entire level (there are five levels of proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

For our 172 students tested for annual testing in 2015-2016, 48% of the students tested moved up one or more English proficiency levels. This falls short of our goal of 62%. However, it should be noted that another 45% of students did maintain their proficiency level, which means they did actually improve their English skills. A small minority (7%) did not maintain their previous achievement.

### **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 a shared Google Sheet to improve communication within grade level teams, across vertical teams, and with the administrator to support identification of student needs and improved instruction.
- Teachers, along with additional Credentialed Teacher Tutors, provided targeted intervention and extension support for all students in grades 1<sup>st</sup>-4<sup>th</sup> 45 min/M-F, and 5<sup>th</sup>/6<sup>th</sup> 45 min/M-W.
- A systematic curriculum was expanded for phonics instruction in grades 1<sup>st</sup>-3<sup>rd</sup>.
- Further support for students more than one year below grade level was offered in grades 4<sup>th</sup>-6<sup>th</sup> 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 4<sup>th</sup>-6<sup>th</sup> grade with UCSB student partners.
- Chromebooks were acquired for all students, 3<sup>rd</sup>-6<sup>th</sup> grade.
- iPads were made available to all students in TK-2<sup>nd</sup>, with a goal to reach 1:2 in 1<sup>st</sup>/2<sup>nd</sup>, 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.