

Single Plan for Student Achievement



La Patera Elementary School

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

**CDS Code: 42-69195- 6045421
Date of Revision: November 2016**

Part II: The Single Plan for Student Achievement

School: La Patera Elementary School

District: Goleta Union School District

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

Principal: Sonia Arnold-DeHay

Date of this revision: 11/8/16

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

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

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Position: Principal

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



Table of Contents

II. Template for the Single Plan for Student Achievement

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 Assurances

Form G: Single Plan for Student Achievement Annual Evaluation

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.

Lead Educational Agency (LEA) GOAL: Local Control Accountability Plan (LCAP) GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

SCHOOL GOAL 1: 100% of our student cohorts will increase reading proficiency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Basic Phonics Skills Test (BPST), Renaissance STAR Reading Program (RenSTAR), and Smarter Balanced Assessment Consortium (SBAC) Tests.

What data did you use to form this goal?

RenSTAR: year-to-year comparison - 40th percentile ranking (PR) or higher

DIBELS data: Percent of students at CORE (Level determined to be “at level” by program)

2016 SBAC: students at Meet/Exceed standard

K	46% Letter Naming Fluency (LNF)
1 st	36% Letter Naming Fluency (LNF)
2 nd	68% Oral Reading Fluency (ORF); 51% RenSTAR
3 rd	64% ORF; 39% RenSTAR; SBAC; 38% Met or Exceeded
4 th	63% ORL; 38% RenSTAR; SBAC; 56% Met or Exceeded
5 th	59% ORL; 35% RenSTAR; SBAC; 57% Met or Exceeded
6 th	63% ORL; 25% RenSTAR ;SBAC; 33% Met or Exceeded

What were the findings from the analysis of this data?

We still suffer from a lack of systematic data collection but the District is working to remedy that, as described in the Goleta Union School District (GUSD) Strategic Plan. In fact, the list of multiple measures ensures that staff can conduct productive data analysis to intervene for students.

How will the school evaluate the progress of this goal?

Initial, mid and end-of-year assessments on Renaissance STAR Reading
Initial, mid and end-of-year DIBELS in all grades.

Progress monitoring (DIBELS) for targeted students

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

School Site Council documents
Budget documents

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October/November 2016, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for School Year (SY) 2016-2017.</p>	<p>Teaching staff Administration Learning Center Staff</p> <p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p> <p>Classroom teachers</p>	<p>August-May- work with a core team in the MTSS process</p> <p>September 2016- Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p>November 2016- Administer interim assessments according to assessment schedule.</p> <p>SY16-17</p> <p>Conduct meetings 4 times annually to develop intervention plans for targeted students.</p> <p>Conduct Tier II interventions in the classroom and Learning Center Classroom.</p> <p>Progress monitor targeted students</p> <p>Conduct benchmark measures (3x year); (Renaissance STAR, DIBELS, BPST)</p> <p>Choose and purchase additional research-based ELA intervention materials, i.e. SIPPS</p> <p>Create a schedule conducive to MTSS</p>	<p>Learning Center Teacher-district funded</p> <p>Learning Center/Target Time Certificated Tutors – \$30,000 LCAP, Title I</p> <p>Renaissance Accelerated Reader - \$2,170.00</p> <p>Release time for Bi-monthly MTSS meetings – \$3,200.00</p>

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

SCHOOL GOAL 2: Math: 100% of La Patera students will show growth as measured by Renaissance STAR Math Program (STAR 360), and SBAC state testing when compared to last year's data.

What data did you use to form this goal?

Spring 2016 SBAC: % of students at Meet/Exceed standard

3 rd	SBAC 53% Met or Exceeded
4 th	SBAC 33% Met or Exceeded
5 th	SBAC 36% Met or Exceeded
6 th	SBAC 27 % Met or Exceeded

What were the findings from the analysis of this data?

August-May- work with grade level teams in the MTSS process
September 2016- Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.
November 2016- Administer interim assessments according to assessment schedule.
SY16-17
 Conduct meetings 4 times annually to develop intervention plans for targeted students.
 Conduct Tier II interventions in the classroom and Learning Center Classroom.
 Progress monitor targeted students
 Conduct benchmark measures (3x year); (Renaissance STAR 360, Unit Assessments from adopted math curriculum)
 Research and pilot additional research-based intervention materials, i.e. SIPPS
 Create a schedule conducive to MTSS

How will the school evaluate the progress of this goal?

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

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

School Site Council documents
 Budget documents

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>May 2016, refresh MTSS training</p> <p>October/November 2016, conduct regular MTSS meetings.</p> <p>Monitor implementation steps for SY 2016-2017.</p> <p>Classroom teachers will use research based instructional strategies such as those included in <i>Teach Like A Champion</i> by Doug Lemov.</p>	<p>Learning Center Staff Teaching Staff Administration</p> <p>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p>	<p>August-May- work with a core team in the MTSS process</p> <p>September 2016- Monitor in-class assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes.</p> <p>November 2016- Administer interim assessments according to assessment schedule.</p> <p>SY16-17 Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Implement newly purchased research-based Math intervention materials, Accelerated Math</p> <p>Create a schedule conducive to MTSS</p>	<p>MTSS training - district funded see Form B, page 7</p> <p>Learning Center Teacher- district funded</p> <p>Learning Center /Target Time Certificated Tutors – \$35,000 LCAP, Title I</p> <p>Release time for Bi-monthly MTSS meetings -\$3,200</p>

LEA GOAL: Goal 3: The District will meet or exceed California English Language Development Test (CELDT) requirements for the Annual Measurable Achievement Objectives (AMAOs) 1, 2 and 3 during the 2016-17 school year.

SCHOOL GOAL 3: English Learner (EL) Goal: 100% of La Patera students will demonstrate growth in language fluency as evidenced by the Smarter Balanced State Tests (SBAC), California English Language Development Test (CELDT) and/or A Developmental English Proficiency Test (ADEPT) assessments.

<p>What data did you use to form this goal?</p> <p>SBAC 2016 EL's as a cohort at each grade level scored:</p> <p>3rd 38% met or exceeded 4th 8% met or exceeded 5th 0% met or exceeded 6th 0% met or exceeded</p> <p>CELDT scores - 54% met AMAO 1 - 36% met AMAO 2</p> <p>ADEPT- 99% of 102 students demonstrated growth over the course of the year. Band growth- 48% of 102 students demonstrated band growth over the course of the year.</p>	<p>August-May- work with a core team in the MTSS process September 2016- Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes. November 2016- Administer interim assessments according to assessment schedule. SY16-17 Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Conduct benchmark measures (3x year)</p>	<p>How will the school evaluate the progress of this goal?</p> <p>CELDT Scores ADEPT Scores DIBELS Scores STAR 360 Scores</p> <p>Reclassification rates CELDT Band growth SBAC Scores</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School Site Council documents Budget documents</p>
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STRATEGY: Refine an MTSS process to support systematic English Language Development (ELD) instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>SY2016-2017 Conduct systematic ELD with instructional strategies that emphasize language development. Coordinate an MTSS schedule that facilitates integrated and designated ELD support throughout the school day. Provide informational flyers to ELL families</p>	<p>Principal Learning Center teachers Classroom teachers ELD instructors</p>	<p>August 2016- Provide MTSS refresh training to staff August-May- continue to train a core team in the MTSS process SY16-17- Implement ELD instruction using systematic ELD with supplemental curricular materials. Progress monitor ELL students (DIBELS, ADEPT) Create a schedule conducive to MTSS Utilize evidenced-based instructional strategies, i.e. close reading, sentence frames, academic language</p>	<p>District training on ELA/ELD framework (district funded) Certificated Tutors for ELD (\$55,761.00 [LCAP/Title II/Title III])</p>

Form B: Centralized Services for Planned Improvements In Student Performance

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

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
<ul style="list-style-type: none"> Community Liaisons 	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"> Professional Development 	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"> Identification and assessment of English Learners 	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"> Translation of NCLB documents, communication to parents, and notification of student progress 	August 2016 - May 2017	Required translation of materials, parent letters, and parent conferences	\$38,000	Title I & LCAP
<ul style="list-style-type: none"> District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners 	August 2016 - May 2017	Required translation of meeting materials	\$1,760	Title I
<ul style="list-style-type: none"> Coordination of reviews regarding program compliance with state regulations 	August 2016 – Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,000	Title I
<ul style="list-style-type: none"> School Choice, and Supplemental Services 	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 type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$50,025	<input type="checkbox"/>
<input type="checkbox"/> 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	\$0	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$50,025	

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$69,231	<input type="checkbox"/>
<input type="checkbox"/> 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).	\$	<input type="checkbox"/>
<input type="checkbox"/> 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)	\$	<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> 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	\$18,861	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>
<input type="checkbox"/> 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	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other federal funds: Title III (Immigrant)	\$1,505	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$89,597	
Total amount of state and federal categorical funds allocated to this school	\$139,622	

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.

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
Sonia Arnold-DeHay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheila Abshere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Buratto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abby Sykes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Speshyock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Fisher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toni Gentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sanya Kubel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alyssa Simonsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alisa Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Brey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shannon Benes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	

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:

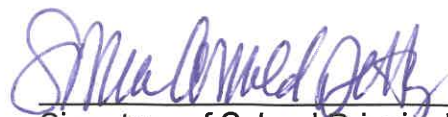
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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: _____, 2016.

Attested:

Sonia Arnold-DeHay
Typed name of School Principal


Signature of School Principal

11/7/16
Date

Sheila Abshere
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/7/16
Date

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

Plan Priorities

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

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

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

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

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

Plan Implementation

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

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

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

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

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

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

Strategies and Activities

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

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

Involvement/Governance

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

Outcomes

Goals for 2015-2016

The following outcomes were accomplished:

SBAC Growth:

1. In 2015, 32% of our students met or exceeded ELA standards in grades 3, 4, and 5. In 2016, 42% of our La Patera students met or exceeded standards as demonstrated on the Smarter Balanced test. Additionally, cohorts for 3rd and 4th increased the met and exceed rate while the 5th grade cohort fell by 1%.

ELA	SY	3	4	5	6	Average
	2016	38%	38%	57%	33%	42%
	2015	30%	31%	34%	32%	32%

2. Math had similar results as ELA. In 2015, 27% of our students met or exceeded standards while 37% met or exceeded standards as evidenced by the Mathematics Smarter Balanced scores. Again, our 3rd, 4th, and 5th grade cohorts increased their rates for met or exceeded.

Math	SY	3	4	5	6	Average
	2016	53%	33%	36%	27%	37%
	2015	30%	33%	22%	21%	27%

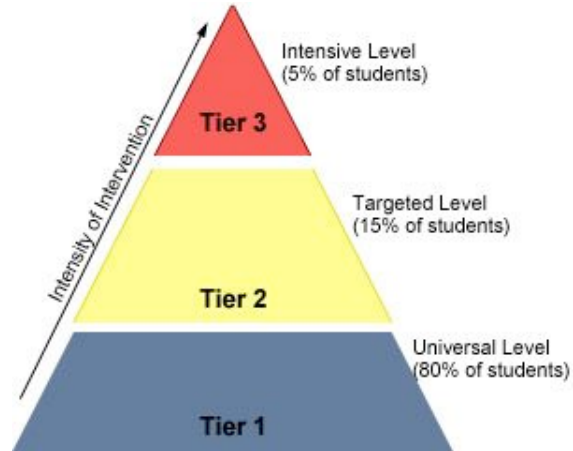
100% of our planned actions were implemented: MTSS training, SST process, monitor comprehensive implementation of newly adopted Mathematics curriculum.

3. ELL – 82% of our ELL students maintained or demonstrated growth in language fluency as evidenced on CELDT.

2014-2015 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	3	11
Early Int	3	9	13
Int	7	26	24
Early Adv	7	13	6
Adv	7	3	N/A
N	24	54	54
%	18.18	40.91	40.91

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

Figure 1: Multi-Tiered Systems of Academic Support



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