

Single Plan for Student Achievement



Kellogg Elementary School

**475 Cambridge Drive
Goleta, CA 93117**

**CDS Code: 6045488
Date of Revision: September 2016**

Part II: The Single Plan for Student Achievement

School: Kellogg Elementary School

District: Goleta Union School District

County-District-School (CDS) Code: 42-69195-6045488

Principal: Kim Bruzzese

Date of this revision: 10/13/16

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:

Contact Person:	Kim Bruzzese
Position:	Principal
Telephone Number:	805.681-1277
Address:	475 Cambridge Drive, Goleta, CA 93117
E-Mail Address:	kbruzzese@goleta.k12.ca.us

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.

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), Renaissance STAR360 Reading Program (STAR360), and Smarter Balanced Assessment Consortium (SBAC) tests.

<p>What data did you use to form this goal? <u>DIBELS data:</u> Percent of students at CORE level (Level determined to be “at level” by assessment program) <u>Fall 2016 STAR360 data:</u> Variety of assessments by grade level Percentile Ranking (PR); Level determined to be 50% - 100% of students. <u>2016 SBAC:</u> Students at “Standard Met” or “Standard Exceeded”; Scores reflect students in their current grade level. (i.e. 4th grade reflects their spring 3rd grade SBAC score)</p>	<p>What were the findings from the analysis of this data? As a district, Goleta Union is working to provide multiple data points to better understand how to meet student needs across the curriculum. Although this is the second year of implementing both DIBELS and SBAC data, staffs are still learning to use this data to inform instruction and most effectively incorporate the data into our MTSS structures. This year all sites are using the Renaissance STAR 360 to provide both benchmark and progress monitoring assessments in both math and ELA and learning which reports will best provide the most essential data to impact student learning. We expect that access to the systematic assessments and opportunities to engage in conversations around data analysis at both the site and district level will result in more meaningful and effective interventions for all of our students.</p>	<p>How will the school evaluate the progress of this goal? Initial, mid-and end-of-year assessments on STAR360 Reading Assessments Initial, mid- and end-of-year DIBELS in all grades. Progress monitoring (DIBELS) for students receiving targeted intervention in reading.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School site council documents Budget documents</p>				
<table border="1"> <tr> <td data-bbox="86 1133 191 1321">K</td> <td data-bbox="191 1133 709 1321">62% Letter Naming Fluency (LNF); 39.5% Phonemic Awareness (PA); 34.2% Phonics (PH); 15.8% Sentence Level Comprehension (SC)</td> </tr> <tr> <td data-bbox="86 1321 191 1505">1st</td> <td data-bbox="191 1321 709 1505">81.13% (LNF); 83.3% Phonemic Awareness (PA); 83.3% Phonics (PH); 72.2% Sentence-Level Comprehension (SC); 55.5% Paragraph-Level Comprehension</td> </tr> </table>	K	62% Letter Naming Fluency (LNF); 39.5% Phonemic Awareness (PA); 34.2% Phonics (PH); 15.8% Sentence Level Comprehension (SC)	1st	81.13% (LNF); 83.3% Phonemic Awareness (PA); 83.3% Phonics (PH); 72.2% Sentence-Level Comprehension (SC); 55.5% Paragraph-Level Comprehension		
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	(PC)		
2nd	67.24% Oral Reading Fluency (ORF); 38.3% STAR360 (PR)		
3rd	75% (ORF); 38.3% STAR360 (PR); 46.3% STAR360 (PR)		
4th	85.11%(ORF); 72.3% STAR360 (PR) 68% SBAC Met or Exceeded		
5th	80% (ORF); 64.9% STAR360 (PR); 73% SBAC Met or Exceeded		
6th	76% (ORF); 50.9% STAR360 (PR); 75% SBAC Met or Exceeded		

STRATEGY: Kellogg School will refine our Multi-Tiered System of Support (MTSS) to address the English Language Arts (ELA) needs of our intensive and strategic learners as well as our advanced learners. We recognize that our English Language Learners cover all three of these categories.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October, December/ January, March/April conduct grade level data team meetings to review student progress.</p> <p>2016-2017 Conduct bi-monthly MTSS meetings to discuss individual student's progress.</p> <p>Monitor implementation steps for School Year (SY) 2016-2017.</p> <p>Classroom teachers will use research-based instructional strategies as shared during professional development trainings over the course of the year.</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 grade level, data team meetings 3 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, Second Step</p> <p>Create a schedule conducive to MTSS</p>	<p>Learning Center Teacher-district funded</p> <p>Learning Center Certificated Tutors - \$71,244</p> <p>Release time for Data Team meetings -\$1,485</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 Kellogg students will show growth as measured by a combination of STAR 360 assessment program and SBAC state testing when compared to last year's 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?														
<p>Fall 2016 STAR360 Data: Percentage of students performing at the 51-100 percentile on the math summary.</p> <p>2016 SBAC: Students at “Standard Met” or “Standard Exceeded”. Scores reflect students in their current grade level. (i.e. 4th grade reflects their spring 3rd grade SBAC score)</p> <table border="1" data-bbox="94 820 701 1193"> <tr> <td>K</td> <td>80.3% (Early Numeracy only)</td> </tr> <tr> <td>1st</td> <td>91.4% (Early Numeracy only)</td> </tr> <tr> <td>2nd</td> <td>40.3% STAR360</td> </tr> <tr> <td>3rd</td> <td>72.8% STAR360</td> </tr> <tr> <td>4th</td> <td>50.9% STAR360; 70% SBAC Met or Exceeded Standards</td> </tr> <tr> <td>5th</td> <td>74.1% STAR360; 70% SBAC Met or Exceeded Standards</td> </tr> <tr> <td>6th</td> <td>50.9% STAR360; 59% SBAC Met or Exceeded Standards</td> </tr> </table>	K	80.3% (Early Numeracy only)	1st	91.4% (Early Numeracy only)	2nd	40.3% STAR360	3rd	72.8% STAR360	4th	50.9% STAR360; 70% SBAC Met or Exceeded Standards	5th	74.1% STAR360; 70% SBAC Met or Exceeded Standards	6th	50.9% STAR360; 59% SBAC Met or Exceeded Standards	<p>August-May- work with grade level teams 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>SY16-17</p> <p>Conduct grade level data team meetings 3 times annually to develop interventions for targeted students.</p> <p>Conduct Tier II interventions in the classroom and Learning Center Classroom when appropriate.</p> <p>Progress monitor targeted students</p> <p>Conduct benchmark measures (3x year); (STAR 360, Unit Assessments from adopted math curriculum).</p> <p>Research and pilot additional research-based-intervention materials, i.e. STAR Math, but for math.</p> <p>Create a schedule conducive to MTSS.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>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.</p> <p>September, November and February Benchmark assessments as a part of the STAR 360.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>School Site Council documents</p> <p>Budget documents</p>
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STRATEGY: The school will refine our Multi-Tiered 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 procedures.</p> <p>October 2016, conduct regular data team meetings. (3X a year)</p> <p>Monitor implementation steps for SY 2016-2017.</p> <p>Classroom teachers will use research-based instructional strategies as shared during professional development trainings over the course of the year.</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 MTSS team members to refine our 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 3 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom when appropriate. Progress monitor students receiving targeted intervention. Review and if appropriate, purchase additional research-based math intervention materials as needed. Create a schedule conducive to MTSS process.</p>	<p>MTSS training - district funded see Form B, page 8</p> <p>Learning Center Teacher- district funded</p> <p>Learning Center / ELD Certificated Tutor Support - \$71,244</p> <p>Release time for Data Team meetings - \$1,485</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 Kellogg students will be Re-designated as Fluent English Proficient (RFEP) by sixth grade using our district's adopted re-designation criteria.

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>CELDT scores: 52% of Kellogg's English Learners made growth in their CELDT level in the 2014-15 to 2015-16 school year.</p> <p>2014-2015 Annual Measurable Achievement Objectives (AMAO) 75% met AMAO 1 – Annual Growth; based on 73 students; no kindergarteners) 38.3% met AMAO 2 – Attaining English Proficiency in less than 5 years; 36 students out of 94)</p>	<p>Although our EL students continue to access daily ELD support, they are still underperforming in comparison to our English Only students.</p>	<p>CELDT Scores DIBELS Reclassification rates SBAC Scores</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>School site council documents Budget documents</p>

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.</p> <p>Provide informational flyers to ELL families and encourage them to attend both ELAC and PTA Association Meetings where speakers and oral translation will be provided.</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. In grades 4-6, pilot the ELD materials embedded in the new adoption series.</p>	<p>District training on ELA/ELD framework (district funded)</p> <p>Combined Certificated Tutor Support for ELD/MTSS Instruction (\$71,244 [LCAP/Title III/Title III Immigrant])</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	\$47,958	<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	\$47,958	
Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		<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	\$11,109	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)	\$1,816	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>

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.

<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$0	
Total amount of state and federal categorical funds allocated to this school	\$60,883	

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
Kim Bruzzese	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Damron	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenny Van Steyn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sora Young	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhonda Redkey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Andrews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angela Hsu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karie Ide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashley Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kara Rocque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen van Gool	<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 Zulma Rocio _____ 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 13, 2016.

Attested:

Kim Bruzzese
Typed name of School Principal

Kim Bruzzese
Signature of School Principal

10/13/16
Date

Karie Ide
Typed name of SSC Chairperson

Karie Ide
Signature of SSC Chairperson

10/13/16
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, intervention support (Lexia) and release time for staff. We continue to need data to inform and guide subsequent plans and time to learn how best to disaggregate data to best fit our students' needs.

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 for Reading Fluency data.

Still, we fell short in some of our tasks. 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, progress monitoring practices, data analysis and instructional response.

Involvement/Governance

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

Outcomes:

Goals from 2015-2016:

SCHOOL GOAL #1: On the Spring DIBELS (Dynamic Indicators of Basic Early Literacy Skills), 70% of K-6 students will be at the core level. Grade 3 through 6 students will show a 5% increase from 64% to 69% on the 2016 ELA Smarter Balanced Assessment.

The following outcomes were accomplished:

1. 78.4% of our 2nd through 6th grade students were assessed at the Core level using the DIBELS reading fluency assessment.
2. 72% of our 3rd grade through 6th grade students performed at the “Standard Met” or “Standard Exceeded” level on the Spring 2016 SBAC.

	DIBELS 6th Edition - Grade 4 BOY 16-17 - Oral Reading Fluency-Correct	DIBELS 6th Edition - Grade 5 BOY 16-17 - Oral Reading Fluency-Correct	DIBELS 6th Edition - Grade 2 BOY 16-17 - Oral Reading Fluency-Correct	DIBELS 6th Edition - Grade 3 BOY 16-17 - Oral Reading Fluency-Correct	DIBELS 6th Edition - Grade 6 BOY 16-17 - Oral Reading Fluency-Correct
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
# Tested	RS	RS	RS	RS	RS
26					154.3
23			78.7		
28		134.6			
23	119.1				
24					136.5
22			55.3		
21				96.6	
23			93.8	91.6	
21				101.5	
27		137.4			
24	115.1				
Mean:	117.1	136	73.2	97.6	145.7
Median:	115	135	62	96.5	147
Mode †:	*	123	80, 82	87	*
Deviation:	28	34.1	44.2	44.1	40.1
Intensive:	2 (4.26%)	3 (5.45%)	8 (13.79%)	9 (17.31%)	3 (6%)
Strategic:	5 (10.64%)	8 (14.55%)	6 (10.34%)	4 (7.69%)	9 (18%)
Core:	40 (85.11%)	44 (80%)	44 (75.86%)	39 (75%)	38 (76%)

2016 ELA SBAC Data:

Cutpoint Legend:

Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded		
SBAC All Grades ELA/Lit Summative								
SS								
Level								
Grade	# Tested	2014-2015	2015-2016	+/-	2014-2015	2015-2016	+/-	
1	4	45	2480.6			3.1		
2	5	56	2479.0	2522.1	43.1	3.2	3.2	0.0
3	6	50	2487.3	2554.4	67.1	2.7	3.0	0.4
Mean:		2482.9	2520.2	58.3	2.9	3.1	0.2	
Median:		2501	2533.5	58	3	3	0	
Mode †:		2663	2485, 2510, 2524, 2543, 2623	38	4	4	0	
Standard Deviation:		93.2	96.1	51.9	1.2	1	0.7	
Standard Not Met:					18 (18.56%)	17 (11.33%)		
Standard Nearly Met:					14 (14.43%)	23 (15.33%)		
Standard Met:					21 (21.65%)	38 (25.33%)		
Standard Exceeded:					44 (45.36%)	72 (48%)		

SCHOOL GOAL #2: Teachers shall fully implement the Bridges K-5 and College Preparatory Math (CPM) Programs during the 2015-16 school year. Teachers recorded post-assessment data on a google data sheet.

For the 2016-17 school year, teachers district-wide are adding their post assessment data onto the EADMS data management system. This tool provides information for grade level MTSS data team meetings as well as individual MTSS meetings and has already proven helpful in determining appropriate intervention support when needed.

100% of our planned actions were implemented: MTSS training, MTSS process, monitoring of implementation, and comprehensive implementation of newly adopted math curriculum was completed.

1. 66% of Kellogg students performed at “Standard Met” or “Standard Exceeded” on the 2016 Math SBAC test.
2. All grade levels showed growth or the same percentage of students at “Standard Met” or “Standard Exceeded” from the 2014-15 to the 2015-16 school year as evidenced by the SBAC Math test.

			SBAC All Grades Math Summative					
			SS			Level		
	Grade	# Tested	2014-2015	2015-2016	+/-	2014-2015	2015-2016	+/-
1	4	63		2420.8			2.4	
2	5	71	2415.3	2480.3	65.0	2.3	2.5	0.2
3	6	57	2442.4	2495.4	53.0	2.0	2.2	0.2
Mean:			2427.4	2465.2	63.5	2.2	2.4	0.2
Median:			2434	2473	61	2	2	0
Mode †:			2388, 2438	2443, 2474, 2481	61, 85	2	1	0
Standard Deviation:			81.2	93	36.8	1	1.1	0.5
Standard Not Met:						38 (30.89%)	53 (27.75%)	
Standard Nearly Met:						43 (34.96%)	50 (26.18%)	
Standard Met:						25 (20.33%)	52 (27.23%)	
Standard Exceeded:						17 (13.82%)	36 (18.85%)	

SCHOOL GOAL #3: English Learner (EL) Goal - 62% of Kellogg's EL students will demonstrate growth in language fluency in order to meet AMAO 1 (Annual Growth) goal as determined by CELDT requirements for the 2015-16 school year as delineated in the LEA Plan. Kellogg EL students with less than 5 years in the United States will meet the AMAO 2 (Attaining English Proficiency) target of 25.5% for the 2015-16 school year. Progress will be monitored throughout the year using CELDT data and ADEPT benchmark assessments.

Enrollment Date: 10/4/2016 School: Kellogg Elementary Grade: All Teacher: All Student Count: 413

Matched Case Proficiency Level Movement from 2014-2015 to 2015-2016

CELDT (Overall)

Students Tested: 58

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	2	1	4	2	0
	Early Int	3	0	4	4	0
	Int	1	1	9	7	3
	Early Adv	0	0	2	6	5
	Adv	0	0	0	1	3

Total Movement			
2014-2015 Level	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	2	7
Early Int	3	0	8
Int	2	9	10
Early Adv	2	6	5
Adv	1	3	N/A
N	8	20	30
%	13.79	34.48	51.72

CELDT Baseline

ELL: Yes

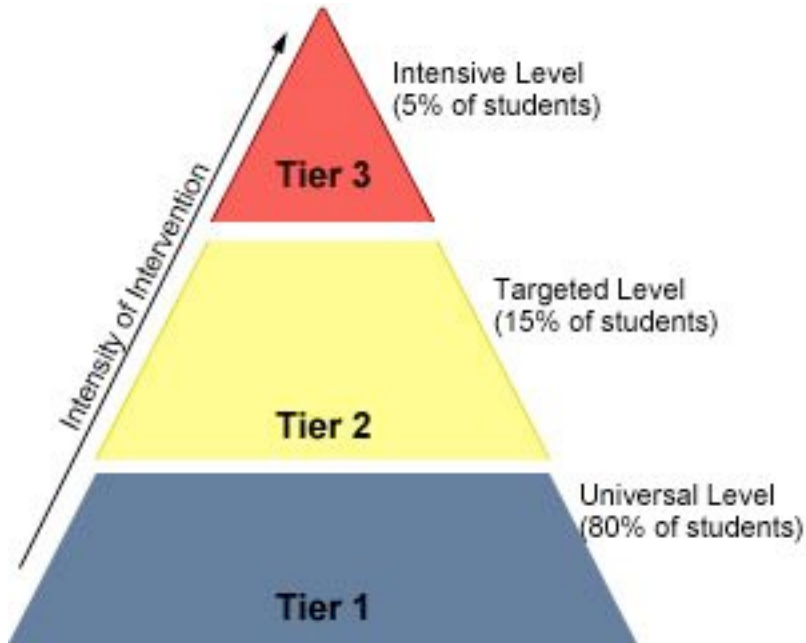
		SBAC Grade 03 ELA/Lit Summative		SBAC Grade 04 ELA/Lit Summative		SBAC Grade 05 ELA/Lit Summative		SBAC Grade 06 ELA/Lit Summative	
		2015-2016		2015-2016		2015-2016		2015-2016	
Grade	# Tested	SS	Level	SS	Level	SS	Level	SS	Level
1	3	15	2406.9	2.3					
2	4	28			2458.3	2.4			
3	5	24					2488.6	2.3	
4	6	14						2508.6	2.2
Mean:		2406.9	2.3	2458.3	2.4	2488.6	2.3	2508.6	2.2
Median:		2397	2	2428.5	2	2474	2	2501.5	2
Mode †:		*	1	2428	1	2448, 2701	2	*	2
Standard Deviation:		92.8	1.2	119.3	1.2	104.5	1.1	63.9	0.9
Standard Not Met:			6 (40%)		10 (35.71%)		7 (29.17%)		3 (21.43%)
Standard Nearly Met:			3 (20%)		6 (21.43%)		8 (33.33%)		6 (42.86%)
Standard Met:			2 (13.33%)		4 (14.29%)		4 (16.67%)		4 (28.57%)
Standard Exceeded:			4 (26.67%)		8 (28.57%)		5 (20.83%)		1 (7.14%)

Non-EL Students (SBAC 2015-2016):

		SBAC Grade 03 ELA/Lit Summative		SBAC Grade 04 ELA/Lit Summative		SBAC Grade 05 ELA/Lit Summative		SBAC Grade 06 ELA/Lit Summative	
		2015-2016		2015-2016		2015-2016		2015-2016	
Grade	# Tested	SS	Level	SS	Level	SS	Level	SS	Level
1	3	44	2476.0	3.0					
2	4	39			2538.2	3.3			
3	5	39					2567.9	3.2	
4	6	37						2608.4	3.3
Mean:		2476	3	2538.2	3.3	2567.9	3.2	2608.4	3.3
Median:		2484.5	3	2554	4	2580	3	2610	3
Mode †:		2477, 2485, 2524, 2543, 2623	4	2581	4	2574, 2580, 2630	4	2575, 2610, 2622, 2724	4
Standard Deviation:		83.1	1	86.3	1	74.4	1	68.2	0.7
Standard Not Met:			5 (11.36%)		4 (10.26%)		5 (12.82%)		1 (2.7%)
Standard Nearly Met:			9 (20.45%)		3 (7.69%)		1 (2.56%)		3 (8.11%)
Standard Met:			11 (25%)		8 (20.51%)		15 (38.46%)		16 (43.24%)
Standard Exceeded:			19 (43.18%)		24 (61.54%)		18 (46.15%)		17 (45.95%)

- 52% of Kellogg's English Learners made growth in their CELDT level in the 2014-15 to 2015-16 school year.
- We are unable to provide AMAO 1 and 2 growth since the State is in a transition year moving to the ESSA and new ELPAC assessment.
- The final two graphs show performance levels of English Learners on the 2014-2015 ELA SBAC and the performance of Non-English Learners. Our Kellogg ELs are not performing at the same level of proficiency as our non-EL students. Attention to both designated and integrated language support will continue to be a focus for our staff.

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.