

# Single Plan for Student Achievement



Kellogg Elementary School

**475 Cambridge Drive  
Goleta, CA 93117**

**CDS Code: 6045488  
Date of Revision: October 2017**

## 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: 10/12/17

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 Consolidate 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](mailto:kbruzzese@goleta.k12.ca.us)

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



# 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.

**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 Renaissance STAR360 Reading Program (STAR360) in combination with Smarter Balanced Assessment Consortium (SBAC) tests in testing grades.

<p><b>What data did you use to form this goal?</b></p> <p><u>DIBELS</u> data: Percent of students at CORE level (Level determined to be “at level” by assessment program)</p> <p><u>Spring 2017 STAR 360</u> data: A variety of assessments by grade level Percentile Ranking (PR) in grades K and 1 and 40 point increase in Student Growth Percentile (SGP) in grades 2-6 between fall 2016 baseline and spring 2017 benchmark.</p> <p><u>2017 SBAC:</u> Students at “Standard Met” or “Standard Exceeded”; Scores reflect students in their current grade level. (i.e. 4<sup>th</sup> grade reflects current 4<sup>th</sup> graders’ spring 3<sup>rd</sup> grade SBAC score)</p> <table border="1" data-bbox="86 1284 709 1468"> <tr> <td data-bbox="86 1284 191 1393">1st</td> <td data-bbox="191 1284 709 1393">57% (LNF); 90% (Nonsense Word -DIBELS); 64 SS to 761 SS (+697) improvement STAR 360</td> </tr> <tr> <td data-bbox="86 1393 191 1468">2nd</td> <td data-bbox="191 1393 709 1468">81% Oral Reading Fluency (ORF); 85% (Nonsense Word-</td> </tr> </table>	1st	57% (LNF); 90% (Nonsense Word -DIBELS); 64 SS to 761 SS (+697) improvement STAR 360	2nd	81% Oral Reading Fluency (ORF); 85% (Nonsense Word-	<p><b>What were the findings from the analysis of this data?</b></p> <p>As a district, Goleta Union is working to provide multiple, meaningful data points to better understand how to meet student needs across the curriculum through using the MTSS structure at our sites. In the third year of using SBAC data and beginning our second year of working with Renaissance STAR 360 alongside our EADMS data management system, our staff conversations around data are developing during our staff meetings and grade level data team meetings.</p> <p>Last year’s data analysis demonstrates our site’s desire to find assessments that can accurately determine the impact of interventions, both for those students below grade level as well as those above. The expected 40<sup>th</sup> percentile rank (PR) as well as the scale scores and instructional reading levels in STAR 360 data, allows staff to review each student’s progress over the year and follow up with further discussion.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Initial, mid-and end-of-year assessments on STAR 360 Reading Assessments along with district, trimester benchmarks as appropriate.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>School site council documents Budget documents</p>
1st	57% (LNF); 90% (Nonsense Word -DIBELS); 64 SS to 761 SS (+697) improvement STAR 360					
2nd	81% Oral Reading Fluency (ORF); 85% (Nonsense Word-					

	DIBELS); 49% STAR 360 (PR); 587 SS to 708 SS (+121) STAR 360		
3rd	77% (ORF); 49%ile STAR 360 met the 40%ile measure for SGP; 270 SS to 316 SS (+46) STAR 360		
4th	77% (ORF); 69%ile STAR 360 met the 40%ile measure for SGP; 284 SS to 360 SS (+76) STAR 360; 75% SBAC Met or Exceeded		
5th	79%(ORF Winter); 63%ile STAR 360 met the 40%ile measure for SGP; 437 561 SS (+124) STAR 360; 72% SBAC Met or Exceeded		
6th	88% (ORF); 47%ile STAR 360 met the 40%ile measure for SGP; 582SS to 702 SS (+120) STAR 360; 72% SBAC Met or Exceeded		

**STRATEGY:** GUSD teachers will implement the newly adopted Wonders ELA curriculum and provide daily ELA instruction and regular assessment practices to support student learning. Kellogg School continues to refine our Multi-Tiered Systems of Support (MTSS) to address the English Language Arts (ELA) needs of our intensive and strategic learners as well as our advanced learners. Site budget is allocated to provide certificated, learning center support for tier 3, intensive intervention with a focus on grades K-4. We recognize that our English Language Learners cover all three of these categories and will benefit from the ELD curriculum embedded in the new Wonders program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October, November/December, March, May conduct grade level data team meetings to review student progress and determine appropriate student interventions.</p> <p>2017-2018 Conduct bi-monthly SST meetings to discuss individual student's progress or concerns as needed.</p> <p>Monitor implementation of the new Wonders ELA curriculum for School Year (SY) 2017-2018.</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>MTSS Team- (general education teacher, principal, learning center teacher, special education staff, and parents)</p> <p>Principal</p> <p>Classroom teachers</p>	<p><b>August-May-</b> work with a core, grade level team in establishing an effective MTSS process at our site. Principal attends MTSS training with other district leadership throughout the year at the county education office.</p> <p><b>September 2017-</b> 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><b>November 2017-</b> Administer interim assessments according to district assessment schedule.</p> <p><b>SY17-18</b> Conduct grade level, data team meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and/or Learning Center Classroom. Progress monitoring for targeted students. Conduct benchmark measures (4x year); (STAR 360, writing assessment, grade level benchmarks) Implement research-based ELA intervention materials, i.e. SIPPS, Second Step to support Wonders adopted ELA curriculum. Create a schedule conducive to MTSS objective of student achievement and improvement.</p>	<p>Learning Center Teacher-district funded</p> <p>Learning Center Certificated Tutors - \$91,184 (LCAP, General, Title III)</p> <p>Release time for Data Team meetings - \$1,080</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 data and SBAC state testing when compared to last year's data.

**What data did you use to form this goal?**

Spring 2017 STAR 360 Data: Variety of assessments by grade level Percentile Ranking (PR) in grades K - 2 and 40-point increase in Student Growth Percentile (SGP) in grades 3-6 between fall 2016 baseline and spring 2017 benchmark.

2017 SBAC: Students at “Standard Met” or “Standard Exceeded”. Scores reflect students in their current grade level. (i.e. 4<sup>th</sup> grade reflects current 4<sup>th</sup> graders’ spring 3<sup>rd</sup> grade SBAC score)

3rd	50%ile STAR 360 met the 40%ile measure of SGP; 208 SS to 473 SS (+265)
4th	62%ile STAR 360 met the 40%ile measure of SGP; 459 SS to 535 SS (+76); 79% SBAC Met or Exceeded Standards
5th	46%ile STAR 360 met the 40%ile measure of SGP; 563 SS to 655 SS (+92); 70% SBAC Met or Exceeded Standard
6th	67%ile STAR 360 met the 40%ile

**What were the findings from the analysis of this data?**

**August-May-** work with a core, grade level team in establishing an effective MTSS process at our site

**September 2017-** Conduct baseline assessments to identify students in need of intervention.

Identify and serve those students via classroom and extra supports for intervention purposes.

**SY17-18**

Conduct grade level data team meetings 4 times annually to develop interventions for targeted students.

Conduct Tier II interventions in the classroom and Learning Center Classroom Support when appropriate.

Progress monitoring for targeted students  
Conduct benchmark measures (3x year); (STAR 360, Trimester benchmark math assessments from adopted math curriculum).

Provide tier 3 math interventions in grades 5 and 6 based on math assessments.

Create a schedule conducive to MTSS objective of student achievement and improvement.

**How will the school evaluate the progress of this goal?**

Initial, mid- and end-of-year assessments as part of the Bridges (K-5<sup>th</sup> grades) and CPM (6<sup>th</sup> grade), which are the adopted math curricula.

September, November and February 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

measure of SGP; 654 SS to 721 SS (+67); 68% SBAC Met or Exceeded Standards		
--	--	--

**STRATEGY:** The school will refine our use of Multi-Tiered System of Support (MTSS) and Differentiation (Figure 1) to address the math needs of struggling and advanced learners as well as our English Language Learners. In grades five and six, 30-minutes of tier 3 targeted intervention in the area of math is provided. Site budget is allocated to provide certificated, learning center support for tier 3, intensive intervention with a focus on grades 5 and 6.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>September 2017, refresh MTSS procedures as a staff. Determine which upper grades will use CT support during daily, targeted intervention time for math.</p> <p>September and November 2017, conduct baseline assessments to determine intervention supports for students during grade level data team meetings. (4X a year)</p> <p>Classroom teachers will continue to use research-based instructional strategies to support</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><b>August-May-</b> work with MTSS team members to refine our MTSS process and provide effective intervention with progress monitoring practices to determine student growth. Principal attends MTSS training with other district leadership throughout the year at the county education office.</p> <p><b>September 2017-</b> Monitor in-class assessments to identify students in need of intervention. Identify and serve those students via classroom and extra supports for intervention purposes through the grade level data team meeting.</p> <p><b>November 2017-</b> Administer interim assessments according to district assessment schedule and hold data team meeting to review student progress.</p> <p><b>SY17-18</b> Continue to conduct data team meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom when appropriate. Monitor progress of students receiving targeted</p>	<p>MTSS training - district funded see Form B, page 7</p> <p>Learning Center Teacher- district funded</p> <p>Learning Center / ELD Certificated Tutor Support - \$91,184 (LCAP, General, Title III)</p> <p>Release time for Data Team meetings - \$1,080</p>



<p>math instruction and intervention support in addition to using the adopted math curriculum.</p>		<p>intervention or extra support in the classroom. Review and if appropriate, purchase additional research-based math intervention materials as needed. Create a schedule of SST meetings conducive to the MTSS process.</p>	
--	--	--	--

**LEA GOALS:** Goal 3 (Action 3.4): Provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students. Provide an effective Social Emotional Development program at all Goleta schools in all grades through purchase of materials and training to implement Second Step program at all schools and all grades.

Goal 4 - Provide effective learning environments.

**SCHOOL GOAL 3:** 100% teacher implementation of the new Second Step Social-Emotional curriculum adopted by the school district this school year.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>District-wide grade 2 and grade 6 student surveys in addition to parent surveys provide perception data.</p> <p>Previous years Character Counts pillars (Respect, Trustworthiness, Caring, Responsibility, Citizenship, Fairness) have been incorporated into school-wide recognition assemblies with little to no explicit, classroom instruction.</p> <p>MTSS trainings have emphasized the need for core or tier one instruction of socio-emotional skills to address the behavioral intervention needs of students beyond the academic interventions that occur more frequently on site. The Second Step curriculum being implemented this year will provide the core level instruction needed in this area.</p>	<p>2016-17 year student survey baseline demonstrates 85% or more positive responses related to safety and school connectedness in grade 2. Sixth grade demonstrate 65% or more positive responses on similar items.</p> <p>District parent surveys yield that 90% or more parents respond that they feel their child is safe and they are informed about their child’s progress in school.</p> <p>63 Kellogg parents responded to survey. Lowest ranking responses:  <i>“#13. Students show respect for each other.”</i> (28% Strongly Agree, 54% Agree, 17% Neutral, 1% Disagree-Total positive response -82%)  <i>“#14. Students show respect for each other on the playground.”</i> (17% Strongly Agree, 57% Agree, 23% Neutral, 3% Disagree-Total positive response – 74%)  <i>“#15. Students show respect for each other</i></p>	<p>Teacher implementation will be recorded and tracked by principal with support from school psychologist.</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>

*in the classroom.” (33% Strongly Agree, 56% Agree, 10% Neutral – Total positive response – 89%)*

**STRATEGY:** Implementation of Second Step Social Emotional Curriculum will provide explicit lessons to teach skills to help all students be successful and grow into responsible and respectful individuals. Teachers will teach a minimum of two lessons monthly following the curriculum’s scope and sequence.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>SY2017-2018</b> Implementation of new social-emotional curriculum.</p> <p>Monitor behavioral interventions and monitor progress throughout the year.</p>	<p>Principal Classroom teachers School psychologist</p> <p>Principal School psychologist</p>	<p><b>August 2017-</b> Provide Second Step curriculum to each classroom teacher.</p> <p><b>August-May-</b> Continue to monitor grade level teams in providing bi-monthly, Second Step curriculum.</p> <p><b>SY16-17-</b> Monitor implementation and support of Second Step. Principal attends MTSS training along with other district personnel</p>	<p>MTSS county training (district funded)</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:

<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 &amp; Licensed Clinical Social Workers</li> </ul>	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional Rounds</li> <li>Cognitive coaching</li> </ul>	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement  Private School Set Aside	\$38,775  \$10,997	Title I  Title II
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000  \$12,000  \$45,000	Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of required documents, communication to parents, and notification of student progress</li> </ul>	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	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 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> <li>Supplemental Services</li> </ul>	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

### Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
<input 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	\$0	<input type="checkbox"/>
<input checked="" 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	\$41,732	<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	\$0	<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	\$0	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>

<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$41,732	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		<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	\$0	<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	\$12,192	*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	\$0	<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 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	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds:</b> Title III (Immigrant)	\$2,161	<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		\$14,353	
Total amount of state and federal categorical funds allocated to this school		\$56,085	

## 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>2</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
Kim Bruzzese	<input checked="" type="checkbox"/>	<input 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"/>
Etta Murray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheri Parker	<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"/>
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"/>
Kara Rocque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erik Taiji	<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"/>
Jason Wansor	<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	

<sup>2</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 \_\_\_\_\_ 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: 10/12, 2017.

Attested:

<u>Kim Bruzzese</u> Typed name of School Principal	<u>Kim Bruzzese</u> Signature of School Principal	<u>10/12/17</u> Date
<u>Linda Andrews</u> Typed name of SSC Chairperson	<u>Linda Andrews</u> Signature of SSC Chairperson	<u>10/12/17</u> 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.

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 to provide intervention support and time for grade levels to meet in grade level data teams. We continue to learn which data points best inform and guide instructional decisions in our desire to most effectively monitor the progress of ALL of our students.

## **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 2016-2017 SPSA were implemented but continue to need refinement. We:

- Continued staff development in the use of MTSS structures to support student learning, identify students needing intervention support, and monitor progress
- Continue targeted intervention blocks to provide tiered intervention in identified area of need at each grade level.
- Conducted systematic ELD instruction.
- Conducted comprehensive mathematics instruction using the adopted curriculum and materials.
- Conducted Benchmark Assessments using DIBELS for Reading Fluency data and Renaissance STAR 360 for math and ELA.

We fell short in some of our tasks. While grade level teams did meet regularly to discuss student progress, our grade level data teams met 3 of the 4 expected times.

As noted in the 2016-2017 goals, we now have a research-based math intervention system to support our students who are struggling with grade level standards and/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 using DIBELS and our new STAR 360 data, 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 during data team meetings, create a process to document students in need of intervention, use a variety of intervention materials, and pilot a schedule conducive to MTSS including grade level collaboration with some learning center and special education teacher meeting time embedded.

We accomplished the 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 2016-2017:

**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.

The following outcomes were accomplished:

<b>First Grade:</b>	Fall	Winter	Spring	
DIBELS (LN)	69%(Core)	71%(Core)	57%(Core)	
Nonsense Words (NW)		75%(Core)	90%(Core)	
STAR Early Literacy (K & 1 only)	329 SS		708 SS	
<b>Second Grade Assessments:</b>	Fall	Winter	Spring	
DIBELS (ORF)	51%(Core)	94%(Core)	81%(Core)	
DIBELS (Nonsense Words)			85%	
STAR Early Literacy (K & 1 only)	686 SS	731 SS		
<b>Third Grade Assessments:</b>	Fall	Winter	Spring	
DIBELS (ORF)	75% (Core)		76% (Core)	
STAR ELA SGP			64% met 40 SGP goal	*23/64 didn't make 40 SGP growth; 8/23 high performing
<b>Fourth Grade Assessments:</b>	Fall	Winter	Spring	
DIBELS	78% (Core)		77% (Core)	
STAR ELA SGP			88% met the	*7/56 didn't

			40 SGP goal	make the 40 SGP growth; 1/7 high performing
			2016-17 (3rd)	
SBAC ELA			75%	
<b>Fifth Grade Assessments:</b>	Fall	Winter	Spring	
DIBELS	82% (Core)	85%(Core)	79% (Core)	
STAR Lexile SS	766 SS	912 SS	+146	
STAR ELA SGP			82% met the 40 SGP goal	*11/60 did not make SGP growth; 6/11 high performing
		2015-2016(3rd)	2016-17(4th)	
SBAC ELA		70%	72%	
<b>Sixth Grade Assessments:</b>	Fall		Spring	
DIBELS (ORF)	84% (Core)		88% (Core)	
STAR ELA SGP			81% met the 40 SGP goal	*10/54 did not make SGP growth; 3/10 high performing
	2014-2015(3rd)	2015-2016(4th)	2016-2017(5th)	
SBAC ELA	71%	76%	72%	
<b>Current 7th Graders:</b>				
STAR ELA SGP			55% met the 40 SGP goal	
	2014-2015(4th)	2015-2016(5th)	2016-2017(6th)	
SBAC ELA	62%	75%	73%	

2017 ELA SBAC Data:

**Cutpoint Legend:**

Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
		SBAC Grade 04 ELA/Lit Summative		SBAC Grade 05 ELA/Lit Summative		SBAC Grade 06 ELA/Lit Summative	
		2016-2017		2016-2017		2016-2017	
Grade	# Tested	SS	Level	SS	Level	SS	Level
1	4	48	2504.0	3.0			
2	5	54			2557.8	3.1	
3	6	51				2578.9	3.0
<b>Mean:</b>		<b>2504</b>	<b>3</b>	<b>2557.8</b>	<b>3.1</b>	<b>2578.9</b>	<b>3</b>
<b>Median:</b>		<b>2505</b>	<b>3</b>	<b>2582</b>	<b>3.5</b>	<b>2598</b>	<b>3</b>
<b>Mode †:</b>		<b>*</b>	<b>3</b>	<b>2573, 2578, 2602, 2614, 2618</b>	<b>4</b>	<b>2572, 2599</b>	<b>4</b>
<b>Standard Deviation:</b>		<b>72</b>	<b>0.9</b>	<b>97.5</b>	<b>1.1</b>	<b>93.7</b>	<b>1</b>
<b>Standard Not Met:</b>			<b>4 (8.33%)</b>		<b>8 (14.81%)</b>		<b>5 (9.8%)</b>
<b>Standard Nearly Met:</b>			<b>9 (18.75%)</b>		<b>7 (12.96%)</b>		<b>9 (17.65%)</b>
<b>Standard Met:</b>			<b>18 (37.5%)</b>		<b>12 (22.22%)</b>		<b>18 (35.29%)</b>
<b>Standard Exceeded:</b>			<b>17 (35.42%)</b>		<b>27 (50%)</b>		<b>19 (37.25%)</b>

† Modes with more than five values are represented by an asterisk.

1. All students made growth over the course of the year on STAR 360 ELA assessments as determined by review of each individual student's Student Growth Percentile (SGP) in the 2016-17. It was noted that not all students made the expected 40 point increase as determined to show one year's growth.
2. Some grade levels showed a decrease in the percentage of students remaining at the CORE level in the grade level DIBELS assessments from fall to spring.
3. Kellogg students performed at "Standard Met" or "Standard Exceeded" on the 2017 ELA SBAC test with the following percentages 3<sup>rd</sup> – 75%; 4<sup>th</sup> – 72%; 5<sup>th</sup> – 72%; 6<sup>th</sup> – 73%.

**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.

<b>Third Grade Assessments:</b>	Fall	Winter	Spring	
STAR Math SGP			Median 50 SGP; 69% met 40 SGP goal	*16/51 didn't make 40 SGP growth; 7/16 high performing
STAR Math SS	208 SS	473 SS	+265	
<b>Fourth Grade Assessments:</b>	Fall	Winter	Spring	
STAR Math SGP			Median 52 SGP; 62% met 40 SGP goal	*20/52 didn't make 40 SGP growth; 11/20 high performing
STAR Math SS	459 SS	535 SS	+76	
			2016-17 (3rd)	
SBAC Math			81%	
<b>Fifth Grade Assessments:</b>	Fall	Winter	Spring	
STAR Math SGP			Median 46 SGP; 60% met 40 SGP goal	*19/47 didn't make 40 SGP growth; 11/19 high performing
STAR Math SS	563 SS	655 SS	+92	
		2015-2016(3rd)	2016-17(4th)	
SBAC Math		72%	70%	
<b>Sixth Grade Assessments:</b>			Spring	
STAR Math SGP			Median 67	*16/51 didn't make 40 pts.

			SGP; growth; 7/16 high performing 69% met 40 SGP goal
STAR Math SS	654 SS	721 SS	+67
	2014-2015(3rd)	2015-2016(4th)	2016-2017(5th)
SBAC Math	71%	69%	68%
<b>Current 7th Graders:</b>			
STAR Math SS	744 SS	788 SS	+44
	2014-2015(4th)	2015-2016(5th)	2016-2017(6th)
SBAC Math	40%	59%	65%

(All 3<sup>rd</sup> – 6<sup>th</sup> Grade Math SBAC 2017)

**Cutpoint Legend:**

Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
SBAC Grade 03 Math Summative				SBAC Grade 04 Math Summative		SBAC Grade 05 Math Summative	
2016-2017				2016-2017		2016-2017	
Grade	# Tested	SS	Level	SS	Level	SS	Level
1	4	52	2498.7	3.3			
2	5	47			2516.2	2.9	
3	6	53				2566.8	3.1
<b>Mean:</b>		<b>2498.7</b>	<b>3.3</b>	<b>2516.2</b>	<b>2.9</b>	<b>2566.8</b>	<b>3.1</b>
<b>Median:</b>		<b>2522</b>	<b>4</b>	<b>2512</b>	<b>3</b>	<b>2598</b>	<b>4</b>
<b>Mode †:</b>		<b>2621</b>	<b>4</b>	<b>*</b>	<b>3</b>	<b>2700</b>	<b>4</b>
<b>Standard Deviation:</b>		<b>94.6</b>	<b>1</b>	<b>75.8</b>	<b>1</b>	<b>110</b>	<b>1.2</b>
<b>Standard Not Met:</b>			<b>5 (9.62%)</b>		<b>5 (10.64%)</b>		<b>9 (16.98%)</b>
<b>Standard Nearly Met:</b>			<b>5 (9.62%)</b>		<b>9 (19.15%)</b>		<b>8 (15.09%)</b>
<b>Standard Met:</b>			<b>12 (23.08%)</b>		<b>17 (36.17%)</b>		<b>4 (7.55%)</b>
<b>Standard Exceeded:</b>			<b>30 (57.69%)</b>		<b>16 (34.04%)</b>		<b>32 (60.38%)</b>

† Modes with more than five values are represented by an asterisk.

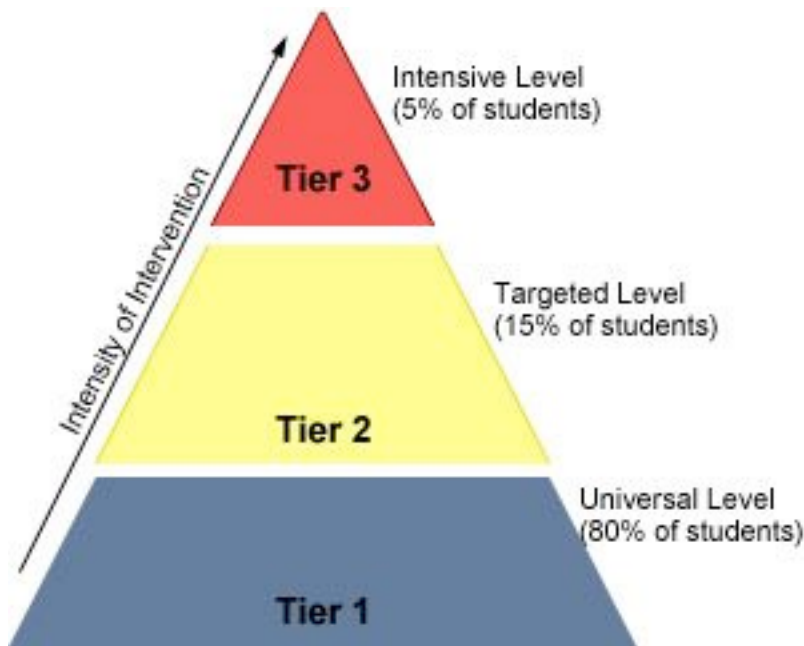


1. Kellogg students performed at “Standard Met” or “Standard Exceeded” on the 2017 Math SBAC test with the following percentages 3<sup>rd</sup> – 79%; 4<sup>th</sup> – 70%; 5<sup>th</sup>-68%; 6<sup>th</sup> – 65%.
2. All grade levels with the exception of 5<sup>th</sup> grade showed growth or the same percentage of students at “Standard Met” or “Standard Exceeded” from the 2015-16 to the 2016-17 school year as evidenced by the SBAC Math test.

**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.

1. We were able to redesignate 80% of our current 6<sup>th</sup> graders in the 2017-18 school year as opposed to 100%. (12 out of 15 sixth graders were redesignated as English Proficient by fall 2017.)

**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.