



School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kellogg Elementary School	6045488	9/27/18	9/27/2018

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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, with 6 parents, 4 teachers, 1 classified employee and 1 administrator, 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 English Learner Advisory Council before adopting this plan.
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 September 27, 2018.

Attested:

Kim Bruzzese

Linda Andrews

Kim Bruzzese
Signature of Principal

Linda Andrews
Signature of SSC Chairperson

9/27/18
Date

Sept. 27, 2018
Date

Goals, Strategies, & Proposed Expenditures

Goal 1

SCHOOL GOAL 1: 100% of Kellogg School students will increase in their reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd-6th) assessments between fall 2018 to spring 2019.

Basis for this Goal

Kindergarten/1st Grade: STAR 360 Early Literacy

2nd – 6th Grades: STAR 360: Growth year-to-year comparison (SGP) and STAR 360: Percentile ranking (PR) 50% or higher.

3rd – 6th Grades: 2018 SBAC - Students performing at Meets/Exceeds Standard.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 Fall 2018 Early Literacy - Scaled Scores (SS)	<table border="1"> <tr> <td>K</td> <td>66% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>72% At/Above 612 SS</td> </tr> </table>	K	66% At/Above 499 SS	1 st	72% At/Above 612 SS	100% of our student cohorts in kindergarten and first grades will increase their scales scores in early literacy skills as measured by STAR 360 Early Literacy Assessment.						
K	66% At/Above 499 SS											
1 st	72% At/Above 612 SS											
STAR 360 Reading – Scaled Scores (SS)	<table border="1"> <tr> <td>2nd</td> <td>67% At/Above 219 SS</td> </tr> <tr> <td>3rd</td> <td>65% At/Above 362 SS</td> </tr> <tr> <td>4th</td> <td>53% At/Above 465 SS</td> </tr> <tr> <td>5th</td> <td>71% At/Above 570 SS</td> </tr> <tr> <td>6th</td> <td>63% At/Above 684 SS</td> </tr> </table>	2nd	67% At/Above 219 SS	3rd	65% At/Above 362 SS	4th	53% At/Above 465 SS	5th	71% At/Above 570 SS	6th	63% At/Above 684 SS	100% of our student cohorts in grades 2-6 will increase their scaled scores in reading proficiency as measured through STAR 360.
2nd	67% At/Above 219 SS											
3rd	65% At/Above 362 SS											
4th	53% At/Above 465 SS											
5th	71% At/Above 570 SS											
6th	63% At/Above 684 SS											
STAR 360 Reading – Student Growth Percentile Report (SGP) Fall to Spring	<table border="1"> <tr> <td>2nd</td> <td>79% STAR 360 met the 40thile measure for SGP</td> </tr> <tr> <td>3rd</td> <td>75% STAR 360 met the 40thile measure for SGP</td> </tr> <tr> <td>4th</td> <td>79% STAR 360 met the 40thile measure for SGP</td> </tr> <tr> <td>5th</td> <td>79% STAR 360 met the 40thile measure for SGP</td> </tr> <tr> <td>6th</td> <td>47thile STAR 360 met the 40thile measure for SGP</td> </tr> </table>	2nd	79% STAR 360 met the 40 th ile measure for SGP	3rd	75% STAR 360 met the 40 th ile measure for SGP	4th	79% STAR 360 met the 40 th ile measure for SGP	5th	79% STAR 360 met the 40 th ile measure for SGP	6th	47 th ile STAR 360 met the 40 th ile measure for SGP	100% of our student cohorts will increase reading proficiency over the school year as measured by SGP.
2nd	79% STAR 360 met the 40 th ile measure for SGP											
3rd	75% STAR 360 met the 40 th ile measure for SGP											
4th	79% STAR 360 met the 40 th ile measure for SGP											
5th	79% STAR 360 met the 40 th ile measure for SGP											
6th	47 th ile STAR 360 met the 40 th ile measure for SGP											
STAR 360 – Fall 2018 Early Literacy Percentile Rankings (PR)	<table border="1"> <tr> <td>K</td> <td>66% At/Above 50 PR</td> </tr> <tr> <td>1st</td> <td>72% At/Above 50 PR</td> </tr> </table>	K	66% At/Above 50 PR	1 st	72% At/Above 50 PR	100% of our student cohorts in grades kinder and 1 st grades will increase their percentile ranking scores in reading proficiency as measured through early literacy.						
K	66% At/Above 50 PR											
1 st	72% At/Above 50 PR											

STAR 360 – Fall 2018 Reading - Percentile Rankings (PR)	2nd	67% At/Above 50 PR	100% of our student cohorts in grades 2-6 will increase their percentile ranking scores in reading proficiency as measured through STAR 360.
	3rd	65% At/Above 50 PR	
	4th	53% At/Above 50 PR	
	5th	71% At/Above 50 PR	
	6th	63% At/Above 50 PR	
Smarter Balance Assessment Consortium (SBAC) – English Language Arts	3rd	64% Met or Exceeded Standard	100% of our student cohorts in grades 3-6 will increase their scores in English Language Arts on the SBAC.
	4th	65% At/Above 50 PR	
	5th	88% At/Above 50 PR	
	6th	76% At/Above 50 PR	

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students will benefit from the Multi-Tier Systems of Support (MTSS) process. English Learner, Socioeconomically Disadvantaged and Special Education sub-groups which continue to show an achievement gap will be served by this strategy.

Strategy/Activity

Kellogg School will refine our Multi-Tier System of Support (MTSS) to address English Language Arts (ELA) needs of both struggling and advanced learners as well as students within our subgroups (English Learners, Socioeconomically Disadvantaged). Teachers will meet weekly to review student data and work samples as part of their professional learning communities to support student learning. School scheduling of daily targeted intervention time, designated English Language Development (ELD), uninterrupted core instruction time will support student improvement across grade levels.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Grade level collaboration is provided in a combination of District Core (\$25,214) and Kellogg PTA funding (\$6,276).
Source(s)	District Core; Kellogg PTA
Budget Reference(s)	Budget reviewed by SSC – See agendas and minutes.

Goal 1: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Kellogg students, including all subgroups including English Learner, Socioeconomically Disadvantaged and Special Education populations that continue to show an achievement gap will be served by this strategy.

Strategy/Activity

In addition to weekly grade level collaboration time to improve professional practice through the Professional Learning Community (PLC) structures, four data team meetings will be scheduled to monitor effectiveness of targeted interventions and support student growth in ELA.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,874 (LCAP) and \$1,080 (general education) to cover substitute teachers
Source(s)	LCAP and general education fund
Budget Reference(s)	Budget reviewed by SSC – See agendas and minutes.

Goal 2

All students, specifically including English Language Learner Students, will increase their frequency and complexity of oral language production.

Basis for this Goal

Instructional Rounds data collected during the 2017-18 school year.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will self-assess three times/year the level of oral language frequency and complexity during an ELA integrated lesson.	A teacher survey will be provided during the third week of October.	Teachers will increase the level of oral language frequency and complexity during ELA lessons over the course of the year.
Students will self-assess three times/year the number of times they contribute to a conversation during an ELA lesson.	Students will be surveyed during the third week of October.	Students will become exposed to more frequent and complex oral language experiences over the course of the school year.

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All English Language Learning Students at Kellogg School, including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, English Learners at Kellogg School will participate in a grade level based, 30-minute designated English Language Development period, with lower than average student to teacher class size utilizing Wonders designated ELD curriculum. Using a combination of certificated tutors and consulting employees will be used to reduce class size by teacher English Only/Reclassified Fluent English Proficient and Bridging student cohorts, in order that classroom teachers in primary classrooms can teach the English learner cohorts. Web-based Rosetta Stone Program will be used to support Newcomers in grades 3-6.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$56,842
Source(s)	LCAP, Title III Immigrant/LEP funds, general education funding
Budget Reference(s)	Budget reviewed at SSC meeting – See agendas and minutes. Expenditures spent to provide personnel to lower student:teacher ratio.

Goal 2: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All English Language Learning Students at Kellogg School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, teachers at Kellogg School will use planned, structured academic conversations to support increased student talk.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost to site.
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council – See agendas and minutes

Annual Review and Update

SPSA Year Reviewed: 2017–18

Goal 1

SCHOOL GOAL 1: ELA: 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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 – Early Literacy and STAR Reading Assessments, measured by Scaled Scores (SS) and Student Growth Percentile (SGP) for grades 2-6.	100% of Kellogg students will increase their reading proficiency.	<p>Kinder: Fall 528 SS – Spring 706 SS (+178 growth) scaled scores; 83% students met 40 percentile SGP growth target</p> <p>1st: Fall 195 – Spring 306 SS (+111 growth); 76% students met 40 percentile SGP growth target</p> <p>2nd: Fall 306 – Spring 439 SS (+133 growth); 79% students met 40 percentile SGP growth target</p> <p>3rd: Fall 387 – Spring 563 SS (+176 growth); 75% students met 40 percentile SGP growth target</p> <p>4th: 537 SS to 742 SS (+205) STAR 360; 79% students met 40 percentile SGP growth target</p> <p>5th: 654 SS to 782 SS (+128 growth); 79% students met 40 percentile SGP growth target</p>
SBAC Results	100% of Kellogg students will increase their reading proficiency.	<p>3rd: 64% SBAC Met or Exceeded</p> <p>4th: 65% SBAC Met or Exceeded</p> <p>5th: 88% SBAC Met or Exceeded</p> <p>6th: 76% SBAC Met or Exceeded</p>

STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
October, November/December, March, May conduct grade level data team meetings to review student progress and determine appropriate student interventions.	4 data team meetings were scheduled and held.	Learning Center Certificated Tutors - \$91,184 Release time/substitute teacher costs - \$1,080	Learning Center Certificated Tutors - \$91,184 Release time/substitute teacher costs - \$1,080
2017-2018 Conduct bi-monthly SST meetings to discuss individual student's progress or concerns as needed.	Bi-monthly SST meetings were made available and utilized.	No cost	No cost
Monitor implementation of the new Wonders ELA curriculum for School Year (SY) 2017-2018.	Wonders ELA implemented across site.	No site cost	No site cost
Classroom teachers will use research-based instructional strategies as shared during professional development trainings over the course of the year.	District professional development supported on-going, research-based strategies.	No site cost	No site cost

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Actions and Tasks listed in the 2017-18 Kellogg SPSA provided regular progress monitoring assessments, four times throughout the year using STAR 360 assessments in addition to other writing district benchmark assessments. Grade level targeted intervention time for all students happens daily based on students' needs. Teachers meet regularly to monitor student progress, reviewing student data and assessing student growth.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Tier 2 and 3 targeted intervention practices teamed with data team practices served as effective practice for monitoring student achievement and providing time to review student data using STAR 360 data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed and Estimated Actual Expenditures were close with little variance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ongoing use of creative solutions to provide small and large group spaces continue to be a challenge on site.

Goal 2

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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 – Early Literacy (Early Numeracy –EN measurement) and STAR Math Assessments Scale Scores (SS) and Student Growth Percentile (SGP) growth for grades 2-6	100% of Kellogg students will increase their reading proficiency.	Kinder: EN Fall 24 SS Spring 58 SS (+26 growth) 1st: EN Fall 79 SS Spring 91 SS (+12 growth) 2nd: 444 SS to 544 SS (+100); 77% students met 40 percentile growth rate 3rd: 535 SS to 631 SS (+96); 77% students met 40 percentile growth rate 4th: 636 SS to 720 SS (+84 SS growth); 68% students met 40 percentile growth rate 5th: 688 SS to 781 SS (+93 SS growth); 82% students met 40 percentile growth rate
SBAC Results	100% of Kellogg students will show growth in their math proficiency score.	3rd: 66% SBAC Met or Exceeded 4th: 76% SBAC Met or Exceeded 5th: 58% SBAC Met or Exceeded 6th: 74% SBAC Met or Exceeded

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
September 2017, refresh MTSS procedures as a staff. Determine which upper grades will use CT support during daily, targeted intervention time for math.	4 data team meetings were scheduled and held.	(Same as goal 1 expenditure)	(Same as goal 1 expenditure)
September and November 2017, conduct baseline assessments to determine intervention supports for students during grade level data team meetings. (4X a year).	Bi-monthly SST meetings were made available and utilized.		
Classroom teachers will continue to use research-based instructional strategies to support math instruction and intervention support in addition to using the adopted math curriculum.	District professional development supported on-going, research-based strategies.		

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Upper grade targeted intervention support in math provided certificated tutor support to provide intensified, Tier 3 support. Primary math support was provided by in-class differentiation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Progress monitoring of student assessments and work provided opportunities for grade level teams to discuss effective strategies and research-based approaches for students not on grade level. The MTSS structure provided support for students needing on-going intervention and SST guidance as needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed Expenditures and Estimated Actual Expenditures were similar.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The use of growth mindset strategies teamed with a cohort of students accessing Reflex provided support as needed. Certificated tutor support, particularly in the combination class and upper grades provided instruction to smaller ratios of student:teacher opportunities.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher implementation will be recorded and tracked by principal with support from school psychologist.	100% teachers will implement the Second Step Social-Emotional curriculum.	100% teachers implemented the Second Step Social-Emotional curriculum as monitored through a staff survey throughout the year.

STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SY2017-2018 Implementation of new social-emotional curriculum.	100% teachers will teach, grade level specific lessons from the Second Step Social-Emotional curriculum.	None.	None.
Monitor behavioral interventions and monitor progress throughout the year.	Implementation of Second Step curriculum will have a positive impact on MTSS practices surrounding social-emotional/behavioral as monitored through SST process. School psychologist and principal monitored SST meetings and implemented Paw Pal program in 5 th and 6 th grade utilizing Second Step conflict resolution practices.	None.	None.

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers recorded progress with Second Step lessons, 3 times throughout the year during staff meetings using a google sheet.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Common language to be used across the site, as well as strategies, help unify approaches for conflict resolution, empathy, and friendship building.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences between Proposed and Estimated Actual Expenditures were identified.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the Second Step implementation, the school psychologists and principal developed a fifth and sixth grade conflict resolution/peer mediation program (Paw Pals) to assist students at lunch recess.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 56,842
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 56,842

Consolidation of Funds

Federal Programs	Allocation (\$)
Title III Immigrant	\$2,376
Title III Limited English Proficient	\$11,991

Subtotal of consolidated federal funds for this school: **\$ 14,367**

State or Local Programs	Allocation (\$)
Local Control Accountability Program Funds	\$42,475

Subtotal of consolidated state or local funds for this school: \$ 42,475

Total of consolidated (federal, state, and/or local) funds for this school: \$56,842

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Glossary of Acronyms

ADEPT	A Developmental English Proficiency Test		
BPST	Basic Phonics Skills Test	LEP	Limited-English-Proficient
CCSS	Common Core State Standards	LNFP	Letter Naming Fluency
CDS	County-District-School Code	PI	Program Improvement
CE	Compensatory Education	QEIA	Quality Education Investment Act
CELDT	California English Language Development Test	RFEP	Reclassified as Fluent English Proficient
ConApp	Consolidated Application	SBAC	Smarter Balanced Assessment Consortium
CPM	College Preparatory Mathematics	SIG	School Improvement Grant
CTE	Career and Technical Education	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Site Words
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	SPSA	Single Plan for Student Achievement (i.e. this document)
EC	California Education Code	SSC	School Site Council
EL	English Learner	SST	Student-Study Team
ELA	English Language Arts	STAR 360	Renaissance STAR Reading, Math and Early Literacy Program
ELD	English Language Development	SY	School Year
EIA-LEP	Economic Impact Aid/Limited English Proficient	Title I-IV	Strengthening and Improvement of Elementary and Secondary Schools (20 U.S.C. 6301 et seq.)
EIA-SCE	Economic Impact Aid/State Compensatory Education		
ESEA	Elementary and Secondary Education Act		
FPM	Federal Program Monitoring		
GUSD	Goleta Union School District		
LCAP	Local Control Accountability Plan		
LCFF	Local Control Funding Formula		
LEA	Local Educational Agency (i.e. GUSD)		