



School Year: 2018-19

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Elementary	42-69195-6067110	10-3-2018	11-7-2018

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 5 parents, 3 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 October 9, 2018.

Attested:

Felicia Roggero

Felicia Roggero

Signature of Principal

10-10-18

Date

Adrienne Adam

Adrienne Adam

Signature of SSC Chairperson

10-17-18

Date

Goals, Strategies, & Proposed Expenditures

Goal 1

Reading: 100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd – 6th) assessments, and Smarter Balanced Assessment Consortium (SBAC) Tests.

Basis for this Goal

Kindergarten/1st Grade: RenSTAR Early Literacy, in class assessments

2nd – 6th Grades: RenSTAR: Growth year-to-year comparison (SGP) and RenSTAR:

Percentile ranking (PR) 50% or higher

3rd – 6th Grades: 2018 SBAC: students at Meets/Exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 Fall 2018 Early Literacy – scaled scores	<table border="1"> <tr> <td>K</td> <td>65% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>52% At/Above 612 SS</td> </tr> </table>	K	65% At/Above 499 SS	1 st	52% At/Above 612 SS	100% of our student cohorts in Kinder and 1 st grades will increase their scaled scores in early literacy skills						
K	65% At/Above 499 SS											
1 st	52% At/Above 612 SS											
STAR 360 Fall 2018 Reading – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>57% At/Above 182 SS</td> </tr> <tr> <td>3rd</td> <td>83% At/Above 323 SS</td> </tr> <tr> <td>4th</td> <td>67% At/Above 424 SS</td> </tr> <tr> <td>5th</td> <td>77% At/Above 525 SS</td> </tr> <tr> <td>6th</td> <td>76% At/Above 626 SS</td> </tr> </table>	2 nd	57% At/Above 182 SS	3 rd	83% At/Above 323 SS	4 th	67% At/Above 424 SS	5 th	77% At/Above 525 SS	6 th	76% At/Above 626 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in reading proficiency
2 nd	57% At/Above 182 SS											
3 rd	83% At/Above 323 SS											
4 th	67% At/Above 424 SS											
5 th	77% At/Above 525 SS											
6 th	76% At/Above 626 SS											
STAR 360 - Fall 2018 Reading - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts will increase reading proficiency over the school year										
STAR 360 - Fall 2018 Early Literacy Percentile Rankings	<table border="1"> <tr> <td>K</td> <td>65% At/Above 40 PR</td> </tr> <tr> <td>1st</td> <td>52% At/Above 40 PR</td> </tr> </table>	K	65% At/Above 40 PR	1 st	52% At/Above 40 PR	100% of our student cohorts in Kinder and 1 st grades will increase their percentile ranking scores in early literacy skills						
K	65% At/Above 40 PR											
1 st	52% At/Above 40 PR											

STAR 360 - Fall 2018 Reading – Percentile Rankings	2 nd	57% At/Above 40 PR	100% of our student cohorts in 2 nd – 6 th grades will increase their percentile ranking scores in reading proficiency
	3 rd	83% At/Above 40 PR	
	4 th	67% At/Above 40 PR	
	5 th	77% At/Above 40 PR	
	6 th	76% At/Above 40 PR	
SBAC – English Language Arts	3 rd	77% Met or Exceeded	100% of our student cohorts in 3 rd – 6 th grades will increase their scores in English Language Arts on the SBAC
	4 th	77% Met or Exceeded	
	5 th	80% Met or Exceeded	
	6 th	80% Met or Exceeded	

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Foothill/GFS School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Foothill School will review the process of grade level professional learning communities (PLC) to optimize collaboration times at each grade level. Teachers will meet weekly during their PLCs to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of specialists to release teachers for grade level collaboration time.
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 1: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Foothill School teachers will increase the use of claim, evidence, and reasoning to support analysis of text of all genres to build comprehension and written expression. The site focus will be on Common Core Anchor Standards #1 and #4 for reading: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of Specialists to release teachers for grade level collaboration time
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2

Mathematics: 100% of Foothill School student cohorts in grades 2 - 6 will show growth as measured by Renaissance STAR Math Program (STAR 360) and the SBAC state testing when compared to last year's data.

Basis for this Goal

2nd – 6th Grades: RenSTAR: Growth year to year comparison (SGP) and RenSTAR: Percentile ranking (PR) 50% or higher
3rd – 6th Grades: 2018 SBAC: Students at Meets/Exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline		Expected Outcome
STAR 360 Fall 2018 Math – scaled scores	2 nd	67% At/Above 396 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics
	3 rd	84% At/Above 482 SS	
	4 th	81% At/Above 567 SS	
	5 th	89% At/Above 634 SS	
	6 th	76% At/Above 699 SS	
STAR 360 - Fall 2018 Math - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.		100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics
STAR 360 - Fall 2018 Math – Percentile Rankings	2 nd	67% At/Above 40 PR	100% of our student cohorts in 2 nd – 6 th grades will increase their percentile ranking scores in mathematics
	3 rd	84% At/Above 40 PR	
	4 th	81% At/Above 40 PR	
	5 th	89% At/Above 40 PR	
	6 th	76% At/Above 40 PR	
SBAC Spring 2018 – Mathematics	3 rd	80% Met or Exceeded	100% of our student cohorts in 3 rd – 6 th grades will increase their scores in Mathematics on the SBAC
	4 th	73% Met or Exceeded	
	5 th	77% Met or Exceeded	
	6 th	74% Met or Exceeded	

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Foothill School will review the process of grade level professional learning communities (PLC) to optimize collaboration times at each grade level. Teachers will meet weekly during their PLCs to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of specialists to release teachers for grade level collaboration time.
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

School will continue to implement our MTSS (Multi-Tiered System of Supports) to support students with superior core instruction as well as support additional individualized needs identified for achieving and extending grade level math standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Certificated Tutors to support targeted interventions ELA/Math: \$25,344
Source(s)	LCAP and General Education
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 3

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 207-18 school year. SBAC subgroup data for our English Language Learners.

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 integrated lesson (you choose ELA, Math)	This will occur in the second week of October.	frequency of complexity of oral academic language will increase based on comparison of teacher survey.
Principal (or LCT) will observe oral language production and note progress over time.	This will start in mid-October.	Progress will be measured based on observational data collected by principal and LCT

PLANNED STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

During the 2018-19 school year, teachers will intentionally plan core subject lessons with an emphasis on oral language production.

Amount(s)	\$10,273
Source(s)	Title III
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 3: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All English Language Learning Students at Foothill 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 Foothill School will use planned, structured academic conversations to support increased student talk. A particular focus will be on Anchor Standard for Speaking and Listening #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style.

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

All students will make a full year's growth as determined by the STAR 360 (student growth percentile), District-wide Benchmark1 assessments, Smarter-Balanced, SIPPS, and ELA assessments via the new Wonders program.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 Reading	Students will make a full year's growth	2nd 93% made growth 3rd 95% made growth 4th 92% made growth 5th 95% made growth 6th 93% made growth
SBAC Results	100% of students will increase proficiency	4 th 1% fewer students Met or Exceeded
		5 th same percentage of students Met or Exceeded
		6 th 1% more students Met or Exceeded

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer first set of baseline assessments to determine first cycle of intervention in September.	This occurred	\$0	No site expenditure
Continue to monitor progress and use of differentiated tools for specific students within the program. This includes the designated and integrated ELD components, small group differentiated texts, and tech resources.	This occurred		No site expenditure
Teachers will meet during the week to support each other in learning the components of the program most needed for their students.	This occurred		
Attend district-wide professional development to support learning.	This occurred		Site expenditure \$2,000
Align professional practice goals to support this learning.	This occurred		No site expenditure

ANALYSIS

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

The actions listed in the 2017-18 SPSA were to assess students on a regular timeline using STAR360, BPST and finally SBAC, and use the data collected to identify and then provide targeted intervention time. We provided tiered intervention in areas of identified need. Teachers met as teams to monitor data and assess progress within a 6-8 week cycle of intervention.

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

We successfully implemented many of the actions in our plan. However, this was our first year implementing the Wonders language arts program. Teachers were learning all components of the program to support all learners.

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

There was no drastically material difference in proposed and actual expenditures.

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 Single Plan.

Goal 2

In math, 80% of Foothill students within the English Language Learners subgroup will show one year's growth as measured on the STAR 360, benchmark assessments, and SBAC.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 Math	80% of ELL's will make full year's growth	2nd grade 100% made growth target 3rd grade 83% made growth target 4th grade 50% made growth target 5th grade 100% made growth target 6th grade 100% made growth target
SBAC Results	80% of ELL's will make full year's growth	3rd 71% Met or Exceeded 3rd 4 RFEP's 100% Met or Exceeded 4th 20% Met or Exceeded 4th 5 RFEP's 80% Met or Exceeded 5th 50% Met or Exceeded 5th 12 RFEP's 80% Met or Exceeded 6th 0% Did not meet standard 13 RFEP's 50% Met or Exceeded

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Collect baseline data of all students using STAR 360 in August and September	This occurred	No cost to site	No cost was incurred
Using this data, we will identify	This occurred		

students in need of additional support during our data team meetings, which meet every 6-8 weeks. Provide intervention for these identified students during our cycles of intervention.			
Teachers will monitor progress through the trimester benchmark assessments of STAR 360 and benchmark assessments. They will also use chapter and unit tests to measure mastery towards students.	This occurred		
Teachers will implement the standards-based curriculum of Bridges and CPM to support fidelity of the curriculum. They will also implement research-based strategies of productive partnering, sentence frames, and questioning techniques to support students sharing their reasoning during class discussions.	This occurred		

ANALYSIS

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

Baseline data and benchmark data were administered throughout the year to determine students in need of intervention as identified during our data team meetings. Cycles of intervention lasted 6-8 weeks and aligned with math standards taught within grade level standards.

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

The goal as written was not achieved for this subgroup. However, as a school site, we had 77% or more of our students either meet or exceed standards in math on the SBAC. Of the EL subgroup, 63% either met or exceeded standard. Of the RFEP students, 68% either met or exceeded standard and only 3 students did not meet standard. We were really close in meeting the target as measured on STAR 360 math. All students made growth, however one student did not make the target as written (full year's growth).

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

There were no drastically material differences in proposed and actual expenditures.

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.

We will be adjusting the goal to target more specific academic oral language production by all EL students. We believe this will support academic achievement and reclassification of long-term ELs.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 42,320
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 42,320

Consolidation of Funds

Federal Programs	Allocation (\$)
Title III-Part A – School Allocation	\$0
Title III- Part A – Limited English Proficiency	\$7466
Title III-Part A - Immigrant	\$2807

Subtotal of consolidated federal funds for this school: \$10,273

State or Local Programs	Allocation (\$)
LCAP – Local Control Accountability Plan	\$32,047

Subtotal of consolidated state or local funds for this school: \$32,047

Total of consolidated (federal, state, and/or local) funds for this school: \$42,320

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