

School Year: 2018-2019



Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
La Patera Elementary	42-69195- 6045421	9-28-2018	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 4 parents, 2 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 24, 2018.

Attested:

Sonia DeHay

Sonia DeHay
Signature of Principal

9-28-18
Date

Shari Farrington

Shari Farrington
Signature of SSC Chairperson

9-28-18
Date

Goals, Strategies, & Proposed Expenditures

Goal 1

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

Basis for this Goal

Kindergarten/1st Grade: RenSTAR Early Literacy

2nd-6th Grade: 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>51% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>37% At/Above 612 SS</td> </tr> </table>	K	51% At/Above 499 SS	1 st	37% 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	51% At/Above 499 SS											
1 st	37% At/Above 612 SS											
STAR 360 Fall 2018 Reading – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>40% At/Above 182 SS</td> </tr> <tr> <td>3rd</td> <td>47% At/Above 323 SS</td> </tr> <tr> <td>4th</td> <td>40% At/Above 424 SS</td> </tr> <tr> <td>5th</td> <td>35% At/Above 525 SS</td> </tr> <tr> <td>6th</td> <td>31% At/Above 626 SS</td> </tr> </table>	2 nd	40% At/Above 182 SS	3 rd	47% At/Above 323 SS	4 th	40% At/Above 424 SS	5 th	35% At/Above 525 SS	6 th	31% 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	40% At/Above 182 SS											
3 rd	47% At/Above 323 SS											
4 th	40% At/Above 424 SS											
5 th	35% At/Above 525 SS											
6 th	31% 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										
SBAC – English Language Arts	<table border="1"> <tr> <td>3rd</td> <td>37% Met or Exceeded</td> </tr> <tr> <td>4th</td> <td>42% Met or Exceeded</td> </tr> <tr> <td>5th</td> <td>53% Met or Exceeded</td> </tr> <tr> <td>6th</td> <td>54% Met or Exceeded</td> </tr> </table>	3 rd	37% Met or Exceeded	4 th	42% Met or Exceeded	5 th	53% Met or Exceeded	6 th	54% 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		
3 rd	37% Met or Exceeded											
4 th	42% Met or Exceeded											
5 th	53% Met or Exceeded											
6 th	54% Met or Exceeded											

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be served by this Strategy/Activity

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

Strategy/Activity

During 2018-2019, La Patera Elementary School teachers will within the MTSS (Multi-Tiered System of Supports) structure identify and implement use of curriculum resources to be used to support students with superior core instruction, support the additional needs of struggling and advanced learners as well as strategies to support next steps in English Language Arts. Seven Certificated Tutors provide intervention five days a week, 30 minutes per day for Kindergarten through 6th grades. Reading Plus web based subscription: \$7,500

Proposed Expenditures for this Strategy/Activity

Amount(s) Certificated Tutors (CT's) to support targeted interventions ELA: \$110,791

Source(s) Title I: \$66,928
LCAP: \$43,863

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 La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, La Patera School teachers will, within the PLC structure, identify and implement use of curriculum resources to be used with struggling, at grade level, and advanced learners. Teachers will monitor efficacy of these resources through data collected during each intervention block of 6-8 weeks. Students will participate in baseline and three benchmark Star 360 assessments in ELA. All Students performing at Urgent Intervention, Intervention, On Watch, and advanced levels will also participate in monthly progress monitoring

Proposed Expenditures for this Strategy/Activity

Amount(s) No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.

Source(s)

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

Goal 2

Mathematics: 100% of La Patera School student cohorts in grades 2 - 6 will show growth in mathematics as measured by Renaissance STAR Math Program (STAR 360) and the Smarter Balanced Assessment Consortium (SBAC) tests 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 – Early Numeracy-Percentile Rankings	<table border="1"> <tr> <td>K</td> <td>58% At/Above 50% PR</td> </tr> <tr> <td>1st</td> <td>88% At/Above 50% PR</td> </tr> </table>	K	58% At/Above 50% PR	1st	88% At/Above 50% PR	100% of our student cohorts in Kindergarten and 1 st grades will increase their percentile ranking scores in early numeracy skills.						
K	58% At/Above 50% PR											
1st	88% At/Above 50% PR											
STAR 360 Fall 2018 Math – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>51% At/Above 396 SS</td> </tr> <tr> <td>3rd</td> <td>62% At/Above 482 SS</td> </tr> <tr> <td>4th</td> <td>64% At/Above 567 SS</td> </tr> <tr> <td>5th</td> <td>46% At/Above 634 SS</td> </tr> <tr> <td>6th</td> <td>51% At/Above 699 SS</td> </tr> </table>	2 nd	51% At/Above 396 SS	3 rd	62% At/Above 482 SS	4 th	64% At/Above 567 SS	5 th	46% At/Above 634 SS	6 th	51% At/Above 699 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics
2 nd	51% At/Above 396 SS											
3 rd	62% At/Above 482 SS											
4 th	64% At/Above 567 SS											
5 th	46% At/Above 634 SS											
6 th	51% 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										
SBAC Spring 2018 – Mathematics	<table border="1"> <tr> <td>3rd</td> <td>45% Met or Exceeded</td> </tr> <tr> <td>4th</td> <td>24% Met or Exceeded</td> </tr> <tr> <td>5th</td> <td>42% Met or Exceeded</td> </tr> <tr> <td>6th</td> <td>41% Met or Exceeded</td> </tr> </table>	3 rd	45% Met or Exceeded	4 th	24% Met or Exceeded	5 th	42% Met or Exceeded	6 th	41% Met or Exceeded	100% of our student cohorts in 3 rd – 6 th grades will increase their scores in Mathematics on the SBAC		
3 rd	45% Met or Exceeded											
4 th	24% Met or Exceeded											
5 th	42% Met or Exceeded											
6 th	41% Met or Exceeded											

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

During 2018-2019, La Patera Elementary School teachers will within the MTSS (Multi-Tiered System of Supports) structure identify and implement use of curriculum resources to be used to support students with superior core instruction, support the additional needs of struggling and advanced learners as well as strategies to support next steps in Mathematics. One Certificated Tutor will provide intervention five days a week, 30 minutes per day for Kindergarten through 6th grades.

Proposed Expenditures for this Strategy/Activity

Amount(s) Certificated Tutors to support targeted interventions Math: \$22,620

Source(s) LCAP: \$22,620

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 La Patera School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, La Patera School teachers will, within the PLC structure, identify and implement use of curriculum resources to be used with struggling, at grade level, and advanced learners. Teachers will monitor efficacy of these resources through data collected during each intervention block of 6-8 weeks. Students will participate in baseline and three benchmark Star 360 assessments in Mathematics. All Students performing at Urgent Intervention, Intervention, On Watch, and advanced levels will also participate in monthly progress monitoring

Proposed Expenditures for this Strategy/Activity

Amount(s) No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.

Source(s)

Budget Reference(s) Budget reviewed at Site Council - See Agendas and Minutes

Goal 3

100% of English Language Learner and Reclassified English Language Learner grade level student cohorts will show growth in the English Language Art section of the Smarter Balanced Assessment Consortium (SBAC) Tests and Ren STAR 360 Language Arts assessments

Basis for this Goal

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome	
SBAC – English Language Arts	3 rd	60% Met or Exceeded	100% of our reclassified ELL student cohorts in 3 rd – 6th grades will score meet or exceeds in the English Language Arts section on the SBAC
	4 th	61% Met or Exceeded	
	5 th	71% Met or Exceeded	
	6 th	67% Met or Exceeded	
STAR 360 - Fall 2018 Reading - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our ELL student cohorts in 3 rd – 6th grades will show growth/increase reading proficiency in the Ren STAR 360 Language Arts	

PLANNED STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All English Language Learning Students at La Patera 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 La Patera School will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level, with lower than average student to teacher class size utilizing Wonders designated ELD curriculum. Certificated Tutors will be used to support reducing class size by teaching the English Only/Reclassified Fluent English Proficient/Bridging student cluster, so that classroom teacher can teach the English Learner cluster/s.

Rosetta Stone Licenses: \$2,000

Parent Transportation for ELAC Meetings/Training: \$823.00

Proposed Expenditures for this Strategy/Activity

Amount(s) \$23,278

Amount(s)	\$23,278
Source(s)	Title III LEP: \$22,455 Title III IMM: \$823
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 La Patera School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, La Patera School teachers will, within the PLC structure, identify and implement use of integrated ELD curriculum resources and best practices to be used with all English Language Learners. Teachers will monitor efficacy of these resources through data collected during each intervention block of 6-8 weeks. Students will participate in baseline and three benchmark Star 360 assessments in ELA. All Students performing at Urgent Intervention, Intervention, On Watch, and advanced levels will also participate in monthly progress monitoring.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.
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

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: All La Patera grade level cohorts will demonstrate an increase in reading proficiency as measured by Renaissance STAR Reading Program (RenSTAR 360), Smarter Balanced Assessment Consortium (SBAC) Language Arts Tests when compared to last year's data.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes										
Early Literacy	100% of our student cohorts in Kinder and 1 st grades will increase their scaled scores in early literacy skills	<table border="1"> <tr> <td>K</td> <td>45% at or above 50 SGP</td> </tr> <tr> <td>1st</td> <td>88% at or above 50 SGP</td> </tr> </table>	K	45% at or above 50 SGP	1 st	88% at or above 50 SGP						
K	45% at or above 50 SGP											
1 st	88% at or above 50 SGP											
STAR 360	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in reading proficiency	<table border="1"> <tr> <td>2nd</td> <td>65% at or above 50 SGP</td> </tr> <tr> <td>3rd</td> <td>37% at or above 50 SGP</td> </tr> <tr> <td>4th</td> <td>65% at or above 50 SGP</td> </tr> <tr> <td>5th</td> <td>50% at or above 50 SGP</td> </tr> <tr> <td>6th</td> <td>XX% at or above 50 SGP</td> </tr> </table>	2 nd	65% at or above 50 SGP	3 rd	37% at or above 50 SGP	4 th	65% at or above 50 SGP	5 th	50% at or above 50 SGP	6 th	XX% at or above 50 SGP
2 nd	65% at or above 50 SGP											
3 rd	37% at or above 50 SGP											
4 th	65% at or above 50 SGP											
5 th	50% at or above 50 SGP											
6 th	XX% at or above 50 SGP											
SBAC Results	100% of students will score in meets or exceeds on the SBAC English Language Arts section	<table border="1"> <tr> <td>4th</td> <td>39% students Met or Exceeded (5% increase)</td> </tr> <tr> <td>5th</td> <td>49% students Met or Exceeded (10% increase)</td> </tr> <tr> <td>6th</td> <td>58% students Met or Exceeded (9% increase)</td> </tr> </table>	4 th	39% students Met or Exceeded (5% increase)	5 th	49% students Met or Exceeded (10% increase)	6 th	58% students Met or Exceeded (9% increase)				
4 th	39% students Met or Exceeded (5% increase)											
5 th	49% students Met or Exceeded (10% increase)											
6 th	58% students Met or Exceeded (9% increase)											

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer STAR 360 Assessments (4 times a year) Grades Kindergarten – 6th	This occurred	\$0	No site expenditure
Administer BPST Assessments (2 times a year) Grades Kindergarten and 1st	This occurred		No site expenditure
Identify and target reading groups for both in acceleration and intervention.	This occurred	site expenditure for certificated tutors to support small group sizes	Learning Center/Target Time Certificated Tutors – \$30,000 LCAP, Title I
Conduct Data Team meetings 4 times per year to better organize our instructional systems.	This occurred		Site expenditure \$2,000 Learning Center Teacher-district funded

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
			Renaissance Accelerated Reader - \$2,170.00 Release time for Bi-monthly MTSS meetings – \$3,200.00
Conduct weekly grade level data team meetings to review student progress and plan differentiation strategies in the classroom	This occurred		No site expenditure
Students not making progress after multiple Data Team meetings will be brought to SST (Student Study Team) meeting to analyze data, work samples, targeted goals, interventions, and next steps.	September 2017- Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted students Conduct benchmark measures (3x year); (Renaissance STAR, DIBELS, BPST) Choose and purchase additional research-based ELA intervention materials, i.e. SIPPS Create a schedule conducive to MTSS	Release time for Bi-monthly MTSS meetings – \$3,200.00	

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 regularly, using STAR360, BPST and finally SBAC, and use the data collected to provide Targeted Intervention Time for all students. We provided tiered intervention in areas of identified need. Teachers met as teams to monitor data and assess progress.

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

While we implemented many of the tasks listed in the plan, this year should be a refining process wherein we begin analyzing the data that we are collecting and applying this analysis to improve instruction on a regular basis.

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.

This year we are refining the intervention process wherein we begin analyzing the STAR 360 reading data that we are collecting to improve instruction on a monthly basis.

Goal 2

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 2: All La Patera grade level cohorts will demonstrate an increase in math proficiency as measured by Renaissance STAR Mathematics Program (RenSTAR 360), Smarter Balanced Assessment Consortium (SBAC) mathematics when compared to last year's data.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR 360 Math	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics	2 nd 53% at or above 50 SGP
		3 rd 42% at or above 50 SGP
		4 th 76% at or above 50 SGP
		5 th 58% at or above 50 SGP
		6 th XX% at or above 50 SGP
SBAC Math Results	100% of student cohorts will score in meets or exceeds on the SBAC Mathematics section	4 th 44% students Met or Exceeded
		5 th 42% students Met or Exceeded
		6 th 51% students Met or Exceeded

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer STAR 360 Assessments (4 times a year) Grades Kindergarten – 6th	This occurred	\$0	No site expenditure
Administer BPST Assessments (2 times a year) Grades Kindergarten and 1st	This occurred	\$0	No site expenditure
Identify and target reading groups for both in acceleration and intervention.	This occurred	site expenditure for certificated tutors to support small group sizes	Learning Center/Target Time Certificated Tutors – \$30,000 LCAP, Title I
Conduct Data Team meetings 4 times per year to better organize our instructional systems.	This occurred		Site expenditure \$2,000 Learning Center Teacher- district funded Renaissance Accelerated Reader - \$2,170.00 Release time for Bi-monthly MTSS meetings – \$3,200.00
Conduct weekly grade level data team meetings to review student progress and plan differentiation strategies in the classroom	This occurred		No site expenditure
Students not making progress after multiple Data Team meetings will be brought to SST (Student Study Team) meeting to analyze data, work samples, targeted goals, interventions, and next steps.	September 2017- Conduct meetings 4 times annually to develop intervention plans for targeted students. Conduct Tier II interventions in the classroom and Learning Center Classroom. Progress monitor targeted	Release time for Bi-monthly MTSS meetings – \$3,200.00	

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	students Conduct benchmark measures (3x year); (Renaissance STAR) Choose and purchase additional research-based math intervention materials, i.e. IXL Math Create a schedule conducive to MTSS		

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 regularly, using STAR360, BPST and finally SBAC, and use the data collected to provide leveled MTSS time for all students. We provided tiered intervention in areas of identified need. Teachers met as teams to monitor data and assess progress.

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

While we implemented many of the tasks listed in the plan, this year should be a refining process wherein we begin analyzing the data that we are collecting and applying this analysis to improve instruction on a regular basis.

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.

This year we are refining the intervention process wherein we begin analyzing the STAR 360 math data that we are collecting to improve instruction on a monthly basis.

Goal 3

Local Control Accountability Plan (LCAP) GOAL 3: The district will meet or exceed California English Language Development Test (CELDT) requirements for the Annual Measureable Achievement objectives (AMAOs) 1,2 & 3 during the 2017-18 school year.

School Goal 3: English Language Learner (ELL) Goal: La Patera English Language Learner grade level cohort students will demonstrate growth in language fluency as evidenced by the Smarter Balanced State Tests (SBAC) meet or exceed scoring, California English Language Development Test (CELDT)/English Language Proficiency Assessment Consortium (ELPAC), and/or A Developmental English Proficiency Test (ADEPT) assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT/ELPAC	ELL students will participate in CELDT/ELPAC assessment	ELL students participated in assessment

STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer ELPAC Assessment Grades Kindergarten – 6th	ELPAC assessments were given	No cost to site	No cost was incurred

ANALYSIS

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

Schedules and anecdotal evidence reflect that designated ELD took place during the 2017-2018 school year.

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

The indicators set forth in this goal were not met. It is unclear of the strategies, measurement indicators or manner in which the goal itself was articulated was the reason for not reaching this.

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

\$ 157,520

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 156,689

Consolidation of Funds

Federal Programs	Allocation (\$)
Title 1-Part A – School Allocation	\$71,929
Title III- Part A – Limited English Proficiency	\$22,455
Title III-Part A - Immigrant	\$823

Subtotal of consolidated federal funds for this school: **\$95,207**

State or Local Programs	Allocation (\$)
LCAP – Local Control Accountability Plan	\$62,313

Subtotal of consolidated state or local funds for this school: **\$62,313**

Total of consolidated (federal, state, and/or local) funds for this school: **\$157,520**

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