

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lunada Bay Elementary	19-64865-6021240	October 30, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan.

At Lunada Bay Elementary School, the focus of this plan is to improve learning for all students and create a safe and welcoming learning environment

In alignment with the PVPUSD District's Local Control Accountability Plan (LCAP), the Lunada Bay Elementary School's SPSA addresses all three approved LCAP goals and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Lunada Bay Elementary's School Site Council is composed of 10 members that include parents, classroom teachers and other school staff members. School Site Council meets monthly to develop, approve, provide ongoing review of the implementation of the School Plan for Student Achievement, and make modifications to the plan whenever the need arises.

Process to Obtain Stakeholder Feedback and Involvement: Data is routinely shared with all stakeholders. Feedback, reflection, and goal setting is completed for each stakeholder group to create school-wide goals and plan.

Dates for Review:

- Initial Presentation, Review, and Goal Setting with School Site Council: 10/14/19
- Initial Presentation, Review, and Goal Setting with School Site Staff: 10/28/19
- SPSA Draft and Goal Approval with School Site Staff: 10/28/19
- SPSA Draft and Goal Approval with School Site Council: 10/28/19
- Presentation and Feedback with ELAC Members: 10/28/19
- SPSA and Budget Update with School Site Council: 10/28/19
- Presentation at Parent/Teacher Student Association Meeting: 11/20/19
- Mid-Year Evaluation and Progress Reporting with School Site Council: 3/23/20
- Annual Evaluation with SSC: 5/4/20
- Annual Evaluation Presentation with ELAC: 5/4/20

Resource Inequities

School Site council, School Leadership team, Lunada Bay staff, PTA and ELAC committee will be involved in analyzing data and identifying areas of inequity/improvement using state and local data including CAASPP, CAST, CA Dashboard, ELPAC, various surveys, comments and feedback.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

CA Dashboard—chronic absenteeism is in the yellow and although mathematics is still in the green area, scores declined overall.

Improve CAASPP scores— ELA 67.04% Met or Exceeded, Mathematics 62.78% Met or Exceeded
ELPAC – improve language fluency levels

Improve iReady Baseline Results—Tier 1 is 50%, Tier 2 is 44%, Tier 1 target 80-90% and Tier 2 target 5-10%.

FAC Recommendations— Site facilities will be monitored regularly by custodian and principal to remain in good repair. FAC identified areas noted: Modernization of all buildings, new perimeter fencing and an outdoor amphitheater.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	67.04% Met or Exceeded	80%
CAASPP Math	62.78% Met or Exceeded	70%
ELPAC Summative	3.7% of EL students are Level 1 3.7% of EL students are Level 2 29.6 of EL students are Level 3 60% of EL students are Level 4	Increase reclassification rate to 35%
CAST Baseline Results	No Baseline Data Available	No Data Available
CA Dashboard (Red/Orange/Yellow Areas)	Chronic absenteeism in yellow	Move from yellow to green
iReady Diagnostic	Reading: Tier 1, Tier 2, Tier 3 Whole School: 50%, 44% 6% Kindergarten: 28% 72% x 1 st Grade: 29% 69% 2% 2 nd Grade: 61% 37% 2% 3 rd Grade: 82% 12% 7% 4 th Grade: 50% 43% 7% 5 th Grade: 48% 32% 19%	Tier 1, 80-90% Tier 2, 5-10% Tier 3, 1-5%
SARC Report/FAC Recommendations	Overall facility rating fair	Maintain rating of fair

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

Students in grades K-5 will have 1:1 Chromebooks and access to online-adopted curriculum in mathematics and language arts.

Site facilities will be monitored regularly to remain in good repair. Each month the custodian and the principal will go over all repairs and assure that the faculties remain intact. These areas were noted by the FAC: Modernization of all buildings, new perimeter fencing and an outdoor amphitheater.

The leadership team will meet 4 times per year to discuss classroom and student areas of improvement. The leadership team will then take steps with the staff to follow through with the improvements needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense

No site expense

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Teachers will receive monthly Professional Learning opportunities led by the principal during scheduled staff development time.

Teachers will meet collaboratively with their grade levels each month to share best practices aligned to the school goals/focus.

Assign additional professional development as needed according to data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8,000 – release time

Supplemental

Action 3

All Students and “At-Risk”

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

During their monthly collaboration time, teachers will continue to review data to inform instruction. Student progress and achievement will be discussed. Teachers will meet regularly throughout the year with the principal to discuss student progress.

Students will be monitored 3 times a year using the iReady Diagnostic in Reading and Math. Teachers will meet with the principal and Response to Intervention team to discuss student progress and develop a tiered program for learning to meet the needs of all students.

Continue to support current online opportunities, including RAZkids, IXL, Reflex Math, Accelerated Reader and iReady, for students including the scope and sequence within curricular adoptions. Technology will be used to differentiate, enhance, and extend instruction in all content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8,000 release time

Supplemental, Site and District

Action 4

SPED, EL, Title 1 identified students including students with low socio-economic households and/or students who are at risk for not meeting grade level standards.

Utilize EL Aide, and Special Education Assistants to support English Learners and SPED in Grades K-5 through the RTI model, small group instruction, and 1:1 classroom support in the areas of reading, writing, academic language, and math.

Title 1 students are those that are identified as low socio-economic and/or students who have not yet met grade level standards as evaluated by state and local data. During the school day, intervention classes in reading and math are offered to support low socio-economic and/or students who are at risk for not meeting grade level standards through utilization of EL Aide and Special Education Assistants.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$23,561 - Classified Salary

Supplemental, Site and District

Goal 2

Provide a comprehensive and inclusive instructional program to provide measureable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

CA Dashboard—Chronic Absenteeism is in yellow

CAASPP—ELA, 50% of low socio-economic met or exceeded standards, 53% of SPED met or exceeded standards, 71% EL met or exceeded standards, 100% GATE students met or exceeded standards, Mathematics, 67% of low socio-economic met or exceeded standards, 59% of SPED met or exceeded standards, 40% EL met or exceeded standards,

Improve ELPAC language fluency levels

Improve iReady Baseline Results—All students in Tier 2 or Tier 3

SARC/FAC Recommendations— New amphitheater, new perimeter fencing and modernization of all classroom buildings

SARC Staffing – EL credentialing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																
CAASPP ELA	50% low socio-economic met or exceeded 53% SPED met or exceeded 71% EL met or exceeded	60% low socio-economic met or exceeded 60% SPED met or exceeded 80% EL met or exceeded																																
CAASPP Math	67% low socio-economic met or exceeded 59% SPED met or exceeded 40% EL met or exceeded	60% low socio-economic met or exceeded 60% SPED met or exceeded 80% EL met or exceeded																																
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Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Lunada Bay Elementary will provide an instructional program that raises achievement for English Language Learners, Long-term English Learners and Reclassified English Learners in ELA and Mathematics. This includes fluency, comprehension, writing and vocabulary development. An EL Teacher and Aide will provide supplemental instruction and will monitor the growth of the group of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$23,561 - Classified Salary (duplicate – see Goal 1, Action 4)

Supplemental

Action 2

Special Education/Receiving Tiered Supports

Lunada Bay will provide an instructional program that raises the achievement for Special Education students and students receiving tiered supports in ELA and Mathematics. This includes fluency, comprehension, writing and vocabulary. Learning Center (RSP) teachers will use the Souday System and differentiated instructional materials from the adopted ELA and Math programs to reteach and remediate. The Response to Intervention Teacher will use Fountas and Pinnel to reteach children in the tier 3 level. The General Education Teachers will provide Tier 2 support for ELA and Math in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense

Tier 2 and 3 Instructional Programs are district funded

Action 3

Gifted and Talented Students (GATE)

GATE site lead will present tools learned from attending GATE Advisory Meetings at two staff meetings this year. GATE Site lead will host after-school enrichment program for students, and continue to be a resource to other teachers, administrators, and parents at our site.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense

GATE Programs are district funded

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, Advanced Placement Participation and Pass Rates, Site Extra-/Co-Curricular Program Participation Information, and A-G Completion/Graduation Rates where appropriate.

Identified Need

Annual Measurable Outcomes

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Metric/Indicator	Baseline/Actual Outcome				Expected Outcome
	4 th Grade:	50%	43%	7%	
	5 th Grade:	48%	32%	19%	

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students and “At-Risk”

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site in addition to what is district provided.

Lunada Bay Teachers will receive monthly Professional Development opportunities that align to PVPUSD 2019-2020 Instructional Priorities. Sessions will be led by the school principal and will address collaboratively identified top priorities for Lunada Bay Instruction aligned to Standards; Assessment of Student Learning; Learning Environment and Student Engagement.

Teachers will be provided with opportunities to observe each other as well as teachers in other schools and have a discussion with the goal of improving teaching and learning and add to their toolbox of instructional strategies.

During the 2019-2020, Lunada Bay Elementary teachers will participate in Districtwide Professional Development on Readers/Writers Workshop; Next Generation Science Standards (NGSS); Positive Behavior Intervention Support (PBIS) and Instructional Demo lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 (substitutes to observe teachers)	Supplemental, Site and District

Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Teachers will use the iReady Diagnostic and iReady online learning component in ELA and Math to support student learning.

Teachers will use district-adopted materials in Wonders and Math in Focus assessments to monitor grade level standards and adjust instructional program.

Teachers in 2nd grade will use performance tasks in Wonders to expose students to these tasks in preparation for 3rd grade.

3rd-5th grade Teachers will use the CAASPP Interim Block Assessments to monitor student performance and provide support for students who are not meeting proficiency

Teachers will meet with Principal and Response to Intervention Team at scheduled meetings throughout the year to analyze iReady Data and use information to inform instruction.

Teachers will attend District provided Professional Development in ELA, NGSS, and CGI.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$9,000-release time

Supplemental, Site and District (duplicate)

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, Discipline Data, and parent feedback.

Identified Need

- CA Dashboard— Chronically Absent Data indicates that *Two or More Races* is in the orange at increase by .5% to less than 3% from prior year and *White Student group* is in the yellow *declined or increased by less than 0.5% from Prior Year CA Dashboard*
- FAC Recommendations—New amphitheater, new perimeter fencing and modernization of all classroom buildings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	0 suspensions, 0 areas in red, orange or yellow	0 suspensions
State Assessment Participation Rates	ELA 99% Mathematics 98%	100% ELA and Mathematics
Attendance Data	Asian 8.3% chronically absent English Learners 7.1% chronically absent Hispanic 3.5% chronically absent 6% White chronically absent	<1% Chronically Absent for All Student Groups
Discipline Data	0 suspensions	0 suspensions
Caseload Analysis	0 students exited IEP or 504	0 students exited IEP or 504
Parent Involvement Rates	8,850 hours	>8,000 hours

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Lunada Bay will continue to implement a Positive Behavior Intervention and Support system (PBIS) including clearly taught school rules/expectations, location specific examples of positive behavior, positive school-wide and classroom reward systems, tiered interventions including alternate means of correction and restorative practices. All staff will utilize the school wide behavior matrix with fidelity. All teachers will use lessons to teach the expected behaviors that were created by the teachers/students. Rewards and certificates given to students following the behavior matrix.

Lunada Bay will host community events including Stem Field Day, International Day, Variety Show, Parent Education Nights, End-of-the-Year Slide Show, and Family Fun Nights.

Lunada Bay will continue to engage with all stakeholders by actively sharing information through class emails, principal messages, and the monthly Lunada Bay Bulletin.

Lunada Bay will continue to encourage Parent/Guardian participation while soliciting feedback through PTA, School Site Council, surveys, and other advisory committees.

Lunada Bay will support WATCH Dogs program engaging fathers to volunteer at Lunada Bay and in classrooms.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 – PBIS Supplies	Other gifts
\$3,000 – Community Events	PTA

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Lunada Bay will continue to engage with all stakeholders by actively sharing information through class emails, principal messages, and the monthly Lunada Bay Bulletin.

Lunada Bay will continue to encourage Parent/Guardian participation while soliciting feedback through PTA, School Site Council, and other advisory committees.

Lunada Bay will support WATCH Dogs program engaging fathers to volunteer at Lunada Bay and in classrooms.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 – copies, flyers, etc.	Site Discretionary

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Lunada Bay will continue to implement PBIS to provide guidance lessons in school expectations.

PBIS Team will meet a minimum of 6 times per year to discuss restorative practices and develop procedures to ensure a positive climate at Lunada Bay.

Continue to implement a school-wide PBIS including: clearly articulated school rules/expectations, location specific examples of behavior, a positive reward system and tiered interventions.

Lunada Bay will continue to support social-emotional development with weekly Second Step lessons in the classrooms.

Lunada Bay will continue with Mindful Mondays to set the tone for the week, teachers follow-up in the classroom reinforcing mindfulness.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,800-Teacher Release Time

District Funds

\$1,000-incentives

PTA/Site discretionary

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

Goal 1 was to maintain district facilities and a highly skilled staff to deliver TK-5 curriculum aligned with the CA State Standards giving all students access to required college and career readiness. TK-2 teachers attended District provided training for the implementation of Wonders, the new ELA adoption, 3rd-5th teachers attended District provided training for the implementation of NGSS and used District provided resources for implementation, and all Lunada Bay staff who had not been trained in CGI, attended the District provided CGI Training. The principal provided training in how to review data and use it to support student learning and teachers used data to inform instructional decisions. The teachers and principal met twice to review data, while grade levels used their collaboration time to plan instruction based on data.

Metric/Indicator	Expected Outcome	Actual Outcome
Teacher completed professional development hours	By the end of the 2018-2019 school year, teachers will have attended professional development in NGSS and used District provided resources for at least two NGSS units.	Lunada Bay teachers attended appropriate District provided Professional Development.
Teacher completed professional development hours	By the end of the 2018-2019 school year, TK-2 teachers will have attended professional development in English Language Arts and English and will transition into a full implementation.	Lunada Bay teachers attended appropriate District provided Professional Development.
Teacher completed professional development hours.	By the end of the 2018-2019 100% of Lunada Bay teachers will be trained in Cognitively Guided Instruction by June.	All Lunada Bay teachers who provide math instruction to students have received initial training in CGI.
Facilities Checklist	Facilities Checklist will remain the same	The Facilities Checklist has remained the same
100% of teachers will review outcomes of standardized test data (State and Local)	100% of teachers will be aware of the students' outcomes of standardized test data (State and Local) and adjust instruction accordingly	100% of teachers reviewed students' outcomes of standardized test data (State and Local) and adjust instruction accordingly

Goal 2 was to provide an instructional program which raises the achievement for all students in all four content areas. Using site-based recommendations and assessments, students were invited to participated in before/after school intervention to support reading, writing or math. Utilizing classroom observations of master teachers and/or grade level planning, grade level teams will work to improve differentiated instruction to meet the needs of all learners. Teachers will receive professional development in SS, Science, EL instruction, Social-Emotional Learning or other content areas in an effort to continuously improve instruction for all students. Lunada Bay will continue to perform three universal screenings a year and RTI grouping will be set up as a result iReady data, along with teacher recommendation and classroom data. Teachers will use approved software applications and instructional resources to support all curricular areas. Small group differentiation will be offered in the kindergarten classrooms two times per week, and teachers will be provided time to explore the new History Social Science Framework during Monday early release time.

Metric/Indicator	Expected Outcome	Actual Outcome
CAASPP data (ELA)	Percent of students scoring standards met and standards exceeded will increase by at least 2% and students scoring near standard and below will decrease by at least 2%.	The percentage of students scoring standards met or standards exceeded decreased by 4%.
CAASPP data (Math)	Percent of students scoring standards met and standards exceeded will increase by at least 12% and students scoring near standard and below will decrease by at least 12%.	The percentage of students scoring standards met or standards exceeded increased by 4%.

Goal 3 was to provide an instructional program for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE) to allow them to reach their full potential and/or close the achievement gap with their peer majority.

Metric/Indicator	Expected Outcome	Actual Outcome
EL Progress	According to the California Dashboard Lunada Bay expects to increase or maintain 93.1% of EL students making progress.	California Dashboard data is no longer reported in a manner that allows for comparison. However, 56.1% of EL students are Level 4, 3.6% of EL students are Level 3, 4.9% of EL students are Level 2, and 2.4% of EL students are Level 1.
CAASPP scores for EL	CA Dashboard indicator will remain blue.	CA Dashboard indicator remained blue, along with an increase of 4.8 points.
Rtl percent of students meeting goal	50% of students in Rtl will meet their Fluency Goal and 20% of students in Rtl will meet their Comprehension goal (Aims)	New data source, iReady.
NNAT3 Results	Maintain or increase the percent of 4 th grade students identified as GATE 5% of 4 th grade students are identified GATE in the 2017-18 school year	1.7% of 4 th grade students were identified as GATE in the 18-19 School Year.

Goal 4 was to provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement.

Chronic Absenteeism Percentage	4.0% of students will be chronically absent in 2018-19 as reported in Aeries	Chronic Absenteeism in 18-19 was 4% as reported in Aeries
100% of students TK-5 will receive a series of social emotional learning lessons through Second Step curriculum	100% of students TK-5 will receive a series of social emotional learning lessons through Second Step curriculum	100% of students TK-5 received a series of social emotional learning lessons through Second Step curriculum
Number of Office Discipline Referrals	First year of implementing Office Discipline Referral (ODR)	No Office Discipline Referrals were recorded for 18-19
100% of students will participate in VAPA	100% of students will continue to participate in music and performing arts classes	100% of students continued to participate in music and performing arts classes

For 2018, Lunada Bay scored 67% met or exceeded standards in ELA and 63% met or exceeded in Mathematics vs. prior year of 77% met or exceeded standards in ELA and 58% met or exceeded in Mathematics. This illustrates a decrease in 4% in ELA and increase in 4% in Mathematics. Our goal was for students in grades 3 – 5 that met or exceeded the standards in English Language Arts to improve by 2%, and Mathematics to improve by 12%. This goal was not met. While there was some improvement with Mathematics, we decreased in ELA. Lunada Bay will continue to engage in professional development led by the district office as aligned with the new curriculum adoptions and with Writer’s Workshop.

Students are provided a safe and supportive school climate with focused groups and activities to address the social and emotional well-being of students. Lunada Bay will continue to provide student recognition and engage in lessons related to our character education program for 100% student participation. Site will regularly use attendance data to monitor student attendance and notify parents when students are absent.

No major differences between intended implementation of budgeted expenditures and actual expenditures used to implement the strategies and activities to meet the goals.

Lunada Bay will increase the amount of intervention support from certificated staff (Reading Specialist) and monitor progress through Rti model of intervention supporting Tier 3 students through a pull-out model of intervention. Teachers in grades 2-5 will implement Mathematics intervention during independent reading time during the school day. Further Tier 1 and 2 intervention strategies for ELA and Math are required. Teachers will be implementing iReady intervention in class starting first with grades 3 – 5. Progress will be monitored every 6 weeks. For grades TK – 2, teachers will use leveled Wonders material to differentiate to support all students. See goal 1.

School Year: 2019—2020

The school climate at Lunada Bay continues to be positive. The Pyramid of Success is embraced by the entire school, students and staff.

Lunada Bay is in year one implementation of PBIS and Second Step-for social emotional education of our students. Second Step will be implemented in all classrooms. All teachers will be trained to identify any students that may be at risk behaviorally, which will add to the positive school culture.