

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
Lunada Bay Elementary School	19-64865-6021240	October 22, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The School Site Council has reviewed the Single Plan for Student Achievement. All Advisory Committees, including School Site Council (SSC), and English Language Advisory Committee (ELAC), involved at the school site have provided input and reviewed progress toward meeting the school goals at regularly scheduled School Site Council Meetings. Committee members were given a copy of the plan prior to the meeting to review for input to bring to the scheduled SSC meetings. At the meeting, all members shared their feedback in an open forum. Notes were taken and the team adjusted their plan to represent all views of the Lunada Bay stakeholders.

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

Basis for this Goal

Providing a highly skilled staff will provide an effective educational program for all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher completed professional development hours for NGSS.	Year 1 implementation for grades 3-5.	By the end of the year, 100% of Grades 3 – 5 teachers will have completed 24 hours of PD in Next Generation Science Standards.
Teacher completed professional development hours for ELD/ELL.	Year 1 implementation of new curriculum for grades K-2/3 combo.	By the end of the year, teachers of all grades will have completed 21 hours of PD English Language Arts/English Language Development.
Teacher completed professional development hours for CGI.	Some teachers have attended introductory Cognitively Guided Instruction professional development.	By the end of the year, 100% of teachers will have completed introductory training in Cognitively Guided Instruction for math.
All K-5 Teachers use Science Lab once a week.	Year 1 implementation for grades k-5	By the end of the year, 100% of the K-5 teachers will participate in use of the Science Lab on a weekly basis

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students K-2/3, combo will be served.

Strategy/Activity

K-2/3 combo Teachers will attend district provided training to support the implementation of the K-2 English Language Arts adoption this year to be measured and monitored by administrator classroom observation and student artifacts provided to administrator by teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	District office provided
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students grade 3-5, will be served.

Strategy/Activity

Teachers will attend the District provided training to support the implementation of the Next Generation Science Standards in grades 3 – 5, and measured and monitored by administrator classroom observation and student artifacts provided to administrator by teachers. Administration at Lunada Bay will support the implementation through the purchase of necessary science materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense.
Source(s)	District office provided.
Budget Reference(s)	No site expense.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

By June 2019, all Lunada Bay teachers will be trained to support the implementation of Cognitively Guided Instructional strategies with support math instruction and measured and monitored by administrator classroom observation and student artifacts provided to administrator by teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	District office provided
Budget Reference(s)	No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students will be served

Strategy/Activity

By June 2019, all Lunada Bay teachers will teach science using the science lab on a weekly basis, aide will support students who struggle with language and math integration with science. Use of the science lab will be measured and monitored by weekly lab schedule, administrator classroom observation and student artifacts provided to administrator by teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$20,000
Source(s)	Supplemental
Budget Reference(s)	Teacher aide

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Having a strong and effective instructional program raises the achievement of all students.

Expected Annual Measureable Outcomes

Suggested data: CAASPP scores, school assessment data, Rtl data, AIMS data,

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores in Math	2018: 58% of overall students met or exceeded Math standards.	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%.
CAASPP scores in English Language Arts	2018: 76% of overall students met or exceeded ELA standards.	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%.
Rtl percent of students meeting goal	44% of students in Rtl met Fluency Goal and 13% met Comprehension goal	50% of students in Rtl will meet their Fluency Goal and 20% of students in Rtl will meet their Comprehension goal
CAST scores in Science	New assessment, no data for 2018.	75% of students will score standards met and exceeding.
History-Social Science final report card grade	First time using report card data as metric.	75% of students will score 3 or higher on final report card grade.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Lunada Bay Elementary students

Strategy/Activity

Lunada Bay Elementary School will provide instruction and corresponding student engagement strategies to increase proficiency levels in English Language Arts. Teachers will provide a variety of educational opportunities to increase proficiency levels in grades 3 – 5. English Language Arts will improve overall by 2% by June 2019 according to statewide testing results. The staff of Lunada Bay Elementary School will align instruction with the California Common Core Standards and meet individual student’s needs to be determined by a school-wide trimester systematic Response to Intervention (Rtl) reading intervention program. A team of teachers, support staff and the administration will target those students who are identified as being “at risk” or who scored below the national average for continued support in ELA. The kindergarten – 5th grade reading intervention program will support student achievement, and seek to bolster student’s readiness to demonstrate proficiency and beyond. All students participating in Rtl will demonstrate a 6% growth rate in Fluency and 7% growth rate in comprehension as measured by AIMSWeb probes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1200
Source(s)	Supplemental
Budget Reference(s)	Substitute Hourly; Printing

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Lunada Bay Elementary students considered, identified students served

Strategy/Activity

Lunada Bay Elementary School will provide instruction and corresponding student engagement strategies to increase proficiency levels in Math. Teachers will provide a variety of educational opportunities to increase student performance in math at all

levels. In an effort to increase student achievement and proficiency in Math by June 2019, the Lunada Bay staff will continue to align instruction with the California Common Core Standards and meet individual student needs. A team of teachers, support staff and the administration will target those students who are identified as being “at risk” or who scored below the national average for continued support in Math. Before or after school intervention math instruction will be offered to students identified as scoring below content standards by their teachers. All students participating in the intervention class will demonstrate proficiency through scoring 75% or higher on pre and post math assessment.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$22,000
Source(s)	Supplemental
Budget Reference(s)	Printing, office supplies, intervention aide, software and hardware, before or after school intervention salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Lunada Bay students

Strategy/Activity

District Office, Principal and leadership team will provide professional development for Lunada Bay in areas of need including History Social Science and NGSS. Teachers will be expected to provide instruction reflecting professional development and will be measured and monitored by administrator classroom observation and student artifacts provided to administrator by teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students not meeting standards in ELA and/or Math

Strategy/Activity

Teachers will identify students who are not meeting standards and create action plans for these students. Teachers will collaborate with grade level, school, and district teams to determine tier 1 and tier 2 intervention strategies that may be applied in their classrooms to support students not meeting standards. Subs will be provided for teacher planning time.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2000
Source(s)	Discretionary
Budget Reference(s)	Substitute coverage

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

Basis for this Goal

Providing a strong instructional program for identified students will increase their academic performance.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Students With Disabilities (SWD)	2018: SWD 61% meets or exceeds standards in ELA 2018: SWD 41% meets or exceeds standards in Math	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%.
CAASPP ELL	2018: ELL 59% meets or exceeds standards in ELA 2018: ELL 48% meets or exceeds standards in Math	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%.
ELPAC	2018: School-wide EL Reclassification rate of 10%	School-Wide Reclassification rate to increase 5% to 15% overall school-wide.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Lunada Bay Elementary School students with disabilities

Strategy/Activity

Lunada Bay Elementary School will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards and use the data as one of the measures in order to revise and develop IEP goals and evaluate the services available to students. A reading and/or math I-Ready diagnostic will be assigned and progress will be monitored every 6 weeks.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

Lunada Bay Elementary School will utilize an ELD site lead. The lead will create a system for monitoring the progress of all EL students and provide support as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

Lunada Bay Elementary School will implement push-in support and utilize small group/individual pull-out instruction by ELD site lead for English Learners. Use of core Wonders program as well as supplemental materials and manipulatives will be purchased to support the EL program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Supplemental
Budget Reference(s)	EL instructional material

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Reclassified English Language Learners

Strategy/Activity

Lunada Bay Elementary School will monitor reclassified English Language Learners by reviewing report cards each trimester and create action plans for any RFEP student that is not meeting standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

GATE Students

Strategy/Activity

The GATE coach at Lunada Bay Elementary will share the needs of identified GATE students with staff and assist staff in meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

Providing a welcoming and physically and emotionally safe environment will enhance the conditions for student academic and social and emotional learning at Lunada Bay Elementary.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance data	2018 attendance rate: 6.4%, Perfect 59.8%, Good 22.0%, Not Good 8.4%, Bad 3.5%, Very Bad	100% of students will have Good or Perfect attendance.
PBIS - Office Discipline Referrals (ODR)	PBIS Year one-no data	Establish baseline and parameters for year 2
Administrator and School Psychologist will observe and record percent of teachers implementing Second Step Curriculum validating implementation of program throughout all grade levels.	New program-no data	100% of teachers will implement Second Step Curriculum validating implementation of program throughout
Number of Safety Drills	1 per calendar month	1 per calendar month
Administration of California Healthy Kids Survey	51% response rate of CHKS	75% response rate of CHKS

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Lunada Bay Elementary School students

Strategy/Activity

Lunada Bay Elementary will provide awareness training with staff on how to recognize signs of students who are struggling emotionally and steps to take in order to support students. Lunada Bay Elementary will implement Second Step social emotional learning school-wide, and analyze office discipline referrals to measure effectiveness of program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Lunada Bay Elementary School students

Strategy/Activity

Lunada Bay Elementary School will participate in Positive Behavior Intervention and Supports training this year. This team will train the rest of the staff in PBIS. Together, the staff will create a school-wide behavioral matrix.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Lunada Bay Elementary students

Strategy/Activity

Lunada Bay will continue to emphasize the importance of school attendance with students and parents. Attendance conferences will be held with parents and/or students who are chronically tardy or absent. Students who are consistently coming to school on time will be recognized with certificates and other incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$200
Source(s)	Supplemental
Budget Reference(s)	Certificates and student incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Lunada Bay students will be served.

Strategy/Activity

Lunada Bay teachers will be trained in suicide prevention, intervention, and postvention. The Student Support Specialist will work individually with students, using Second Step and other resources, who may have suicidal ideations or may be at risk for suicide. We will continue to review and evaluate intervention options in place for student's social and emotional needs in order to support students' academic and emotional well-being. SSS

will keep accurate records and report annual interventions to administrator to monitor rate of interventions.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Instructional Supplies Inventory	100% of supplies were available	No change
Professional development	Train teachers in new ELA program	8 teachers were trained with the new ELA Wonders program

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher representatives will pilot 2 ELA programs and ultimately recommend a program to	Teacher representatives piloted 2 ELA programs and adopted the	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
adopt for the 2018-19 school year.	program for the 2018-19 school year.		

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
All teaching staff will receive professional development in the adopted ELA program	All teaching staff received professional development in the adopted ELA program	No site expense	No site expense

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Verification that all students have appropriate instructional materials	Verified that all students had appropriate instructional materials	No site expense	No site expense

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will be appropriately credentialed and assigned to teaching positions accordingly.	17 teachers were appropriately credentialed and assigned to teaching positions accordingly.	No site expense	No site expense

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional development for 3 rd grade teachers in VAPA in conjunction with Arts for All Grant	3 rd grade teachers participated in VAPA professional development in conjunction with Arts for All Grant	No site expense	No site expense

ANALYSIS

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

Lunada Bay Elementary School provided students with an optimal learning environment and provided students with 100% of required instructional materials. Teachers were provided with professional development to support implementation of the new language arts adoption and NGSS standards.

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

Teachers received all necessary materials that correlated with the professional development to improve teaching strategies that support the implementation of the California Common Core Standards. Teacher also received professional development from a writing consultant on strategies on differentiated writing instruction.

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

N/A

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.

Will review instructional supplies inventory yearly. Use staff meetings to distribute surveys to determine needs, and observe anecdotal conversations.

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores in ELA	Percentage of overall students meeting or exceeding standards will increase by 5%.	2017: 72% of overall students met or exceeded ELA standards. 2018: 76% of overall students met or exceeded ELA standards.
CAASPP scores in Math	Percentage of students meeting or exceeding standards will increase by 5%.	2017: 60% of overall students met or exceeded Math standards. 2018: 58% of overall students met or exceeded Math standards.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Perform AimsWeb universal screenings for all students to identify student who are in need of intervention reading support.	100% of students participated in universal screening. Those students needing Rtl support, received pull out reading intervention 4 times per week on average.	N/A	N/A

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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5th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students in 6th grade.

5th grade administered the second trimester Summative Assessments to support math placement for students in 6th grade.

N/A

N/A

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Align science curriculum to NGSS. Unit Modules developed for grades K-5 aligned to NGSS expectations.

Unit Modules were developed for grades K-5 aligned to NGSS expectations.

N/A

N/A

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Teachers will use approved software applications and instructional resources to support curricular needs as identified by data sources

Teachers used approved software applications including I-ready, AR360, and instructional resources.

N/A

N/A

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Use of common planning time to review curriculum

Teachers used their common planning time

N/A

N/A

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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and alignment based on student needs to differentiate instruction to meet the needs of all students and promote growth.

to review curriculum based on student needs developed differentiated lessons to meet the needs of all students.

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Use of classroom observations for teachers to help inform instruction and teaching practices to improve instruction in the area of writing and language arts. Newer teachers will observe veteran teachers and vice versa and follow with a debrief and planning session.

Teachers observed classroom instruction to help inform and improve instruction and teaching practices in the area of writing and language arts. Newer teachers then observed veteran teachers and vice versa, followed with a debrief and planning session.

\$2,800

\$2,800

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Continue Writer's Workshop Professional Development to increase teachers' expertise in writing strategies with the goal of increasing overall student achievement in ELA.

Teachers participated in a Writer's Workshop Professional Development.

\$1,700

\$1,700

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Before or After school intervention Math Class offered to students identified as performing below standards in grades K – 5	Before and After school intervention Math Class was provided to students identified as performing below standards in grades K – 5.	\$10,205	\$10,205

ANALYSIS

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

Lunada Bay Elementary School will provide instruction and corresponding student engagement strategies to increase proficiency levels in English Language Arts, Math Social Studies and Science.

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

Students who are supported through progress monitoring and universal screening data showed an increase in moving towards meeting standards. Strategies that have been effective in improving student achievement have been use of the Response to Intervention (Rtl “Reading Club”) plan. We will continue with using our Rtl model.

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

N/A

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.

Increasing the amount of intervention support from classified and certificated staff and more careful progress monitoring by our school psychologist and teaching staff for our Tier 2 students. Further tier 1 and 2 intervention strategies for ELA and Math are required. Teachers will be implementing I-Ready intervention in class starting first with grades 3 – 5. Students requiring additional support will be pulled out to the learning center 3 – 4 times per week. 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 2 Actions.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual EL Assessments	Provide Annual EL Assessments to 100% of the students requiring testing	Provided Annual EL Assessments to 100% of the students requiring testing
OLSAT Results	3% of student population will be identified as GATE in the 2016-17 school year	3% of student population were identified as GATE in the 2017-18 school year
CAASPP Scores in ELA and Math	Percentage of students with disabilities meeting or exceeding standards will increase by 5%	2017: SWD 45% meets or exceeds standards in ELA 2018: SWD 61% meets or exceeds standards in ELA 2017: SWD 33% meets or exceeds standards in Math 2018: SWD 41% meets or exceeds standards in Math
CAASPP Scores for ELL	Percentage of ELL students meeting or exceeding standards will increase by 5%	2017: ELL 58% meets or exceeds standards in ELA 2018: ELL 59% meets or exceeds standards in ELA 2017: ELL 42% meets or exceeds standards in Math 2018: ELL 48% meets or exceeds standards in Math

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Reclassified (RFEP) students will be monitored and given supports as appropriate.	Reclassified (RFEP) students were monitored and given supports as appropriate.	0	0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Assess the needs of our EL program: Identify site ELD lead teacher Use formative and local assessments for EL students Use small group instruction and/or individual learning sessions	Push-in and pull-out model of intervention and instruction were used for small group instruction and individual learning sessions.	0	0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
EL small group instruction including push in and pull out support. EI morning support for beginning EL students.	EL support was implemented mainly through a pull-out model working on aide created curriculum and classwork provided by the teacher. Instruction was provided 5 days a week.	\$19,075	\$19,075

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify GATE Site Coach. GATE Site Coach will present professional development on tools learned at a minimum of two staff meetings per year.	Identified GATE Coach presented professional development on GATE tools learned at two staff meetings.	0	0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
After school classes created for GATE students	GATE students did not attend the after school class	District funded	District funded

ANALYSIS

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

Teachers, support staff, and the administration will target those students who are “at risk” or who scored below the national average according to AIMSWeb data for continued intervention. In addition, the staff will continue to provide differentiated instruction in Math and ELA to support the educational needs of GATE students. Identified EL and Special Education students within grades 2-5 who have not met or exceeded the standards in English Language Arts and implement strategic instructional

strategies to support student growth. Students in grades 4 – 5 that were identified as GATE had access to enrichment opportunities.

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

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

Our goal was for students in grades 2 – 5 that are identified as EL or part of Special Education that met or exceeded the standards in English Language Arts to improve by 5%, this was not met. While there was some improvement with student growth, we partially met our goal of an increase to 5% for our English learners and special education students. The overall effectiveness of these strategies was somewhat effective as students obtained this growth while others did not.

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.

Need to increase the amount of intervention we have provided to our students to increase student achievement across all levels and grades. Support will also be provided to all student groups, subgroups and populations, specifically in preparation for CAASPP. This change will increase by two hours per week per classified staff, and they will work with teachers who have the most at-need students.

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
100% of students will participate in the John Wooden Pyramid of Success Character Education program	100% participation in the 2017-18 school year	100% participation in the 2017-18 school year
Attendance data	Increase in the number of students who have good and perfect attendance.	2017: 66.2% 2018: 64.9% Decrease of 1.3%

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement SARB procedures and monitor student attendance	Student attendance was monitored, no students were taken to SARB	0	0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Student Council • Lunch Bunch 	Students participated in: <ul style="list-style-type: none"> • Student Council • Lunch Bunch • Spirit Assemblies • Family BBQ 	0	0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Spirit Assemblies • Family BBQ • Science Night 	<ul style="list-style-type: none"> • Science Night 		

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Character Education Program and student assemblies	Monthly assemblies recognizing students exemplifying character traits focused on for the month.	0	0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide instructional activities, resources and counseling for GATE students with an emphasis on their social/emotional learning and development as the students matriculate.	Instructional activities, resources and counseling was provided for GATE students.	0	0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
VAPA: <ul style="list-style-type: none"> Continue to implement the Arts for All Grant K-5 Music Instruction Performing and Fine Arts	VAPA: <ul style="list-style-type: none"> Continue to implement the Arts for All Grant K-5 Music Instruction Performing and Fine Arts	0	0

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer CA Healthy Kids Survey to 5 th grade students as one measure to assess school climate and culture.	CA Healthy Kids Survey was administered to 5 th grade students.	0	0

ANALYSIS

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

Students are provided a safe and supportive school climate with focused groups and activities to address the social and emotional well-being of students. Site 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.

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

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

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

N/A

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.

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. See Goal 4 Actions.