

Part II: The Single Plan for Student Achievement Template

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021240

Principal: Julie Tarango

Date of this revision: October 2, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Julie Tarango
Position:	Principal
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The District Governing Board approved this revision of the SPSA on January 17, 2018.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA 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

State Priority 1: Basic Necessities
State Priority 7: Course Access

SCHOOL GOAL: Lunada Bay Elementary School will provide students with an optimal learning environment by providing students with 100% of required instructional materials. Teachers will be provided with professional development to support implementation of the new language arts adoption and NGSS standards by May of 2018 to enhance student learning as it relates to the California State Standards.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Instructional Supplies Inventory	100%	No change	Will review instructional supplies inventory, yearly
Professional development	0% teachers were trained in new ELA pilot and new Arts for All requirements	Data showed that all of the teachers needed to be trained	Use staff meetings to distribute surveys to determine needs, and observe anecdotal conversations

STRATEGY:

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount

Teacher representatives will pilot 2 ELA programs and ultimately recommend a program to adopt for the 2018-19 school year.	August 2017- June 2018	School Staff and District Personnel	N/A	N/A	N/A	\$0
All teaching staff will receive professional development in the adopted ELA program	May 2018 – June 2018	School staff and district personnel.	N/A	N/A	N/A	N/A
Verification that all students have appropriate instructional materials	August 2017 – June 2018	Principal	N/A	N/A	N/A	N/A
Teachers will be appropriately credentialed and assigned to teaching positions accordingly.	August 2017	District Office	N/A	N/A	N/A	N/A
Professional development for 3 rd grade teachers in VAPA in conjunction with Arts for All Grant	August 2017 – June 2018	In collaboration between the district office, teachers and outside community partners	N/A	N/A	N/A	N/A

LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)

State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)

State Priority 4: Pupil Achievement

State Priority 8: Other Pupil Outcomes

SCHOOL 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.

By June 2018, the Lunada Bay staff will align instruction with the California State Standards to increase student achievement demonstrated by student levels in proficiency in English Language Arts.

Lunada Bay Elementary will provide a variety of educational opportunities to increase proficiency levels in grades 3 – 5. English Language Arts will improve by 5% by June 2018 according to statewide testing results. The staff of Lunada Bay Elementary School will align instruction with the California State 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 staff will also continue to provide differentiated content in Language Arts to meet the needs of GATE students. 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 2% growth rate in academic performance as measured by AIMSWeb probes.

Lunada Bay Elementary 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 2018, the Lunada Bay staff will continue to align instruction with the California Content 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. The staff will also continue to provide differentiated content in Math to meet the needs of GATE students. Before or after school intervention math instruction will be offered to students identified as scoring below content standards by their teachers.

In the area of science, teachers will provide various lessons incorporating the new NGSS Standards to expose students to the new standards and provide teachers an opportunity for professional development in the area of science.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
AIMSWeb data results (from a universal screening occurring 3 times a year)	New data starting in September, 2017	Students are supported through progress monitoring and universal screening data	Data will be used to determine appropriate measures and levels of support for each individual student need
2016-17 CAASSP data from 4 th and 5 th grade, classroom math assessments, and overall student performance in math	2015-16 CAASSP data: 4 th grade previously had 3.7% not meeting standards but improved to 0% not meeting standards in 16-17. 5 th grade improved from 18.5% not meeting standards to 4.3% not meeting standards classroom.	Analysis of the data showed an increase in students who are moving towards meeting standards.	Teachers will continue to differentiate instruction to meet the needs of all learners determined by student performance.
NGSS Needs Assessment	Need for all staff to receive NGSS professional development	By the end of 2018, all staff will receive introductory training, and be provided with collaborative planning time	Based on teacher feedback next steps for NGSS training will be determined.

STRATEGY: Identify students within grades K – 5 who have not met or exceeded the standards in Language Arts and implement strategic instructional strategies within the classroom to improve language arts and math skills.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Perform AimsWeb universal screenings for all students to identify student who are in need of intervention reading support.	August 2017- June 2018	Teaching staff, school psychologist and principal.	N/A	N/A	N/A	\$0
5 th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students in 6 th grade.	March 2018	5 th grade teachers and district personnel	N/A	N/A	N/A	N/A
Align science curriculum to NGSS. Unit Modules developed for grades K-5 aligned to NGSS expectations.	August 2017 – June 2018	K-5 grade teachers	N/A	N/A	N/A	N/A
Teachers will use approved software applications and instructional resources to support curricular needs as identified by data sources	August 2017 – June 2018	K-5 grade teachers	N/A	N/A	N/A	N/A
Use of common planning time to review curriculum and alignment based on student needs to differentiate instruction to meet the needs of all students and promote growth.	August 2017 – June 2018	Team of administration, K-5 teachers, RSP teacher and school psychologist	N/A	N/A	N/A	N/A

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.	January 2018- June 2018	Team of administration, K-5 teachers, and RSP teacher	Substitute costs	1160	Supplemental	\$2800
Continued Writer's Workshop Professional development to increase teachers' expertise in writing strategies with the goal of increasing overall student achievement in ELA.	January 2018- June 2018	Team of administration, K-5 teachers, and RSP teacher in collaboration with consultant	Consultant	5800	Professional development	\$1700
Before or After school intervention Math Class offered to students identified as performing below standards in grades K – 5	January 2018- June 2018	Certificated Staff	Certificated Personnel Salaries	1160	Supplemental	\$10,205

LEA 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)

- State Priority 4: Pupil Achievement**
- State Priority 5: Pupil Engagement**
- State Priority 7: Courses Access**
- State Priority 8: Other Pupil Outcomes**

SCHOOL GOAL: At Lunada Bay Elementary, students that are identified as EL or part of Special Education that met or exceeded the standards in English Language Arts will improve by 5% in 2018. 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. Growth will be measured by the ELPAC annual assessments, CAASPP subgroups scores and annual goals and objectives. In addition, the staff will continue to provide differentiated instruction in Math and ELA to support the educational needs of GATE students.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Annual EL Assessments	Provide Annual EL Assessments		
OLSAT Results	3% of student population were identified as GATE in the 2016-17 school year	No change – GATE student population remains at 3:5	Knowing there are 3% GATE students, GATE coach will provide ongoing professional development for teacher and serve as a resource for GATE instruction.

STRATEGY: Identify 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 are identified as GATE will have access to enrichment opportunities.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Reclassified (RFEP) students will be monitored and given supports as appropriate.	August 2017- June 2018	Teaching staff and site Lead				
<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 	August 2017- June 2018	Teaching staff, District Personnel	N/A	N/A	N/A	\$0

instruction and/or individual learning sessions						
Utilize MTSS to provide support for EL students and monitor progress as students increase in skill.	August 2017- June 2018	Teaching staff, site EL aide, site EL teacher leader	Aide salary	Classified salaries	Supplemental	\$19,075
Identify GATE Site Coach. GATE Site Coach will present professional development on tools learned at a minimum of two staff meetings per year.	August 2017- June 2018	GATE coach and staff	N/A	N/A	N/A	\$0
After school classes created for GATE students	January 2018 – June 2018	Certificated staff	District funded			

LEA 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

State Priority 3: Parental Involvement
State Priority 5: Student Engagement
State Priority 6: School Climate

SCHOOL 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. Student data on the California Healthy Kids Survey who report feeling “safe” or “very safe” will maintain or increase at the current District level percent from the previous survey.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
100% of students will participate in the John Wooden Pyramid of Success Character Education program	100% participation in the 2016-17 school year	No change	Site will continue to provide student recognition and engage in lessons related to our character education program for 100% student participation
Attendance data	8% of the student population was absent 10% of the school year or more	Goal is to decrease this percentage by 3%.	Site will regularly use attendance data to monitor student attendance and notify parents when students are absent.
CA Healthy Kids District Report 2015-16	In 2016, 2% of students reported feeling unsafe at school.	Goal is to reduce this percentage to 0% by next reporting period in 2019-20.	Site will analyze 2017-18 CA Healthy Kids Data to determine school needs.

STRATEGY: Our school will use multiple forms of data to identify student safety issues, and work collaboratively with stakeholders to secure strategies that will improve a safe school environment.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount

Implement SARB procedures and monitor student attendance	August 2017- June 2018	Principal	N/A	N/A	N/A	\$0
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Student Council • Lunch Bunch • Spirit Assemblies • Family BBQ • Science Night 	August 2017- June 2018	Lunada Bay Staff, PTA and community volunteers	N/A	N/A	N/A	\$0
Character Education Program and student assemblies	August 2017- June 2018	Lunada Bay Staff	N/A	N/A	N/A	\$0
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.	August 2017- June 2018	Lunada Bay Staff	N/A	N/A	N/A	\$0
VAPA: <ul style="list-style-type: none"> • Continue to implement the Arts for All Grant • K-5 Music Instruction • Performing and Fine Arts 	August 2017 - June 2018	Lunada Bay Staff, PTA and community volunteers				
Administer CA Healthy Kids Survey to 5 th grade students as one measure to assess school climate and culture.	October – November 2017	District and School site	N/A	N/A	N/A	\$0

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form a and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Julie Tarango	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Disalvo	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Urias	<input type="checkbox"/>		<input type="checkbox"/>	X	<input type="checkbox"/>
Cathy Wagoner	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Wynne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Rachel McDermott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Anne Goggin	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	3	<input type="checkbox"/>

⁴ EC Section 52852

Form E: Recommendations and Assurances

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 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 following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 30, 2017

Attested:

Julie Tarango
Typed name of School Principal

Julie Tarango
Signature of School Principal

10/30/17
Date

Cathy Wagoner
Typed name of SSC Chairperson

Cathy Wagoner
Signature of SSC Chairperson

10/30/17
Date

SPSA Form F: Budget Planning Tool

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Julie Tarango, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 32,080.00	Supplemental	\$ 32,080.00	\$ -
not applicable	Title I	not applicable	not applicable
\$ 1,865.00	Professional Development	\$ -	\$ 1,865.00
\$ 14,583.00	Discretionary	\$ -	\$ 14,583.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Julie Tarango, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Julie Tarango, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

		Funding Source	Supplemental	Title I	Professional Development	Discretionary	Professional Development
		Estimated Costs per Funding Source	\$ 13,005.00	\$ -	\$ -	\$ -	\$ 1,700.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Cost for substitutes for teacher observations	Classified Personnel Salaries	1000-1999	\$ 2,800.00	\$ -		\$ -	\$ 1,700.00
Consultant for professional development on writing differentiated instruction	Professional/Consulting Services and Operating Expenditures	5000-5999	\$ -	\$ -		\$ -	\$ -
Intervention before school/after school for math	Certificated Personnel Salaries	1000-1999	\$ 10,205.00	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Julie Tarango, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 4: 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)

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 19,075.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Cost for classified staff to provide intervention and monitor progress of EL students and special education students	Classified Personnel Salaries	1000-1999	\$ 19,075.00		\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Lunada Bay Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Julie Tarango, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- Implementation of 21st Century learning strategies for all students to promote both academic and social/emotional achievement.
- Professional Development for teachers and staff to increase teaching strategies with the implementation of differentiated writing strategies in alignment with the California State Standards.
- Major expenditures include funding classified staff to support teachers implemented learning strategies and be able to serve students with intervention needs. This includes students identified in the Tier 2 and Tier 3 levels and English Language Learners.
- Another major expenditure is funding the training and cost for substitutes for teachers to be able to have professional development and observe each other teaching writing.

Plan Implementation

Strategies in the current SPSA that were fully implemented include:

- Teachers received materials that correlate with the professional development to improve teaching strategies that support the implementation of the California State Standards.
- Teachers also were able to receive professional development from a writing consultant to give teachers strategies on differentiated writing instruction.
- Targeted reading intervention applied to students who were not at grade level.
- Targeted and differentiated instruction for students approaching or exceeding grade level standards.

Strategies in the current SPSA that were not fully implemented:

Within the specified timelines are the improvement for all of our special education students and English language learners. 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% in 2017. THIS GOAL WAS NOT MET.

- Specific actions related to our strategies include an increase in the number of students within this subpopulation group, and our resources of intervention through classified personnel did not increase.
- Barriers to a timely implementation of the intervention for our English Language learners include limited financial resources to fund extra hours for our classified staff and certificated staff to help support the intervention.
- Actions taken to mitigate the limited resources with increased student need

include flexible grouping to maximize our intervention support. Our special education teacher, general education teacher and instructional aides used a flexible way of grouping students to precisely implement intervention strategies. Students were grouped in clusters to receive targeted instruction, and grouped in numbers relevant to the level of intervention needed.

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. Some students obtained this growth while others did not. We reviewed the data and district formative assessments to determine this growth.

Strategies and Activities

- Strategies that have been effective in improving student achievement have been use of the Response to Intervention (Rtl “Reading Club”) plan. Three times a year, our school psychologist, resource specialist, principal and general education meet as a team to review data from our school-wide reading screening and other data measures from classroom assessments, work samples and antidotal data. This review determines the level of support students need from Tier 1, Tier 2 or Tier 3 support. Tier 2 support includes intervention support from our classified staff and targeted intervention before school led by a certificated teacher. Student Study Teams were formed from this data to review intervention strategies and applied student progress. Our data from AimsWeb, iReady reading scores, Accelerated Reader scores and other classroom formative assessments helped us determine this progress.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Based on the analysis of this practice, would you recommend:

Continuing it with the following modifications: *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.*

Involvement/Governance

- How was the SSC involved in development of the plan?

The School Site Council has reviewed the Single Plan for Student Achievement. All Advisory Committees involved at the school site have provided input and review progress toward meeting the school goals at regularly scheduled School Site Council Meetings.

- How were advisory committees involved in providing advice to the SSC?

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.

- How was the plan monitored during the school year?

Through the use of Student Study Team meetings, collaborative grade-level meetings and School Site Council meetings.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

School Site Council meeting notes from the meeting can be made more accessible to all of the stakeholders through the use of our website.

Outcomes

- Identify any goals in the current SPSA that were met. *Strategies in the current SPSA that were fully implemented include teachers receiving materials that correlate with the professional development to improve teaching strategies that support the implementation of the California State Standards. Teacher also were able to receive professional development from a writing consultant to give teachers strategies on differentiated writing instruction. Targeted reading intervention applied to students who were not at grade level. Targeted and differentiated instruction for students approaching or exceeding grade level standards*
- Identify any goals in the current SPSA that were not met, or were only partially met. *Strategies in the current SPSA that were not fully implemented within the specified timelines are the improvement for all of our special education students and English language learners. We plan to increase the amount of intervention we have provided to our students to increase student achievement across all levels and grades. 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.*
- Based on this information, what might be some recommendations for future steps to meet this goal? *Use of careful progress monitoring using iReady and AIMSWeb data to track student progress will provide summative data for the team of teachers, administration and support providers to adjust intervention and instruction accordingly.*