

# The Combined SPSA & LCAP Template

**School:** El Morro Elementary School

**District:** Laguna Beach Unified School District

**County-District School (CDS) Code:** 30-66555-6028906

**Principal:** Mr. Chris Duddy

**Date of this revision:** 12-11-18

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. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

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

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The District Governing Board approved this revision of the SPSA on .

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## School and Student Performance Data

### CAASPP Results (All Students) English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	95	80	84	93	79	84	93	79	92.3	97.9	98.8
Grade 4	109	93	89	104	89	88	104	89	88	95.4	95.7	98.9
Grade 5	122	105	92	118	104	88	117	104	88	96.7	99	95.7
All Grades	322	293	261	306	286	255	305	286	255	95	97.6	97.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2498.3	2475.3	2515.8	56	46.24	67.09	21	32.26	24.05	18	11.83	8.86	5	9.68	0.00
Grade 4	2519.7	2522.5	2534.3	45	40.45	56.82	27	30.34	25.00	18	22.47	9.09	10	6.74	9.09
Grade 5	2564.5	2569.5	2588.5	45	47.12	54.55	32	34.62	30.68	18	12.50	9.09	5	5.77	5.68
All Grades	N/A	N/A	N/A	48	44.76	59.22	27	32.52	26.67	18	15.38	9.02	7	7.34	5.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	48.39	58.23	43	43.01	35.44	11	8.60	6.33
Grade 4	44	41.57	53.41	44	44.94	38.64	12	13.48	7.95
Grade 5	49	42.31	59.09	37	47.12	32.95	15	10.58	7.95
All Grades	47	44.06	56.86	41	45.10	35.69	12	10.84	7.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	41.94	63.29	35	49.46	35.44	7	8.60	1.27
Grade 4	47	51.69	53.41	41	40.45	39.77	12	7.87	6.82
Grade 5	48	66.35	70.45	44	28.85	23.86	9	4.81	5.68
All Grades	50	53.85	62.35	40	39.16	32.94	9	6.99	4.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	30.11	50.63	52	60.22	49.37	4	9.68	0.00
Grade 4	28	29.21	38.64	66	66.29	54.55	6	4.49	6.82
Grade 5	33	39.42	38.64	61	57.69	51.14	6	2.88	10.23
All Grades	34	33.22	42.35	60	61.19	51.76	5	5.59	5.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	47.31	69.62	40	46.24	22.78	1	6.45	7.59
Grade 4	38	44.94	48.86	56	46.07	40.91	7	8.99	10.23
Grade 5	58	50.00	63.64	40	42.31	28.41	2	7.69	7.95
All Grades	51	47.55	60.39	46	44.76	30.98	3	7.69	8.63

**Conclusions based on this data:**

1. El Morro needs to continue to focus on improving students' Listening and Speaking Skills. Teachers in the upper grades have agreed to implement activities that simulate the Listening and Speaking items on the CAASPP test to allow students more practice in this area.
2. El Morro can improve the number of students above standard in reading. Currently 54% of El Morro students are scoring above standard in writing and only 45% of El Morro students are scoring above standard in Reading. With the adoption of a new ELA/ELD curriculum and a renewed focus on Close Reading, the Principal believes the teachers can move more students into the above standard range in Reading as measured by the CAASPP test.

## School and Student Performance Data

### CAASPP Results (All Students) Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	95	80	84	93	79	84	93	79	92.3	97.9	98.8
Grade 4	109	93	89	104	89	88	104	89	88	95.4	95.7	98.9
Grade 5	122	105	92	119	104	88	119	104	88	97.5	99	95.7
All Grades	322	293	261	307	286	255	307	286	255	95.3	97.6	97.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2488.0	2475.2	2495.6	46	38.71	48.10	30	45.16	34.18	15	4.30	13.92	8	11.83	3.80
Grade 4	2506.3	2526.9	2518.8	31	41.57	29.55	31	32.58	48.86	31	20.22	12.50	8	5.62	9.09
Grade 5	2552.9	2557.3	2578.2	40	47.12	48.86	29	17.31	23.86	14	20.19	19.32	16	15.38	7.95
All Grades	N/A	N/A	N/A	39	42.66	41.96	30	31.12	35.69	20	15.03	15.29	11	11.19	7.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	65.59	63.29	36	20.43	25.32	10	13.98	11.39
Grade 4	43	52.81	63.64	37	35.96	20.45	20	11.24	15.91
Grade 5	54	57.69	60.23	28	18.27	29.55	18	24.04	10.23
All Grades	50	58.74	62.35	33	24.48	25.10	17	16.78	12.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	48.39	60.76	35	39.78	37.97	10	11.83	1.27
Grade 4	32	42.70	43.18	56	47.19	44.32	13	10.11	12.50
Grade 5	35	38.46	45.45	46	47.12	43.18	18	14.42	11.36
All Grades	40	43.01	49.41	46	44.76	41.96	14	12.24	8.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	52.69	56.96	39	37.63	40.51	1	9.68	2.53
Grade 4	42	49.44	42.05	38	40.45	47.73	19	10.11	10.23
Grade 5	39	37.50	47.73	38	50.00	40.91	23	12.50	11.36
All Grades	46	46.15	48.63	38	43.01	43.14	16	10.84	8.24

**Conclusions based on this data:**

1. El Morro students can improve in the area of Problem Solving and Modeling/Data. Principal will provide Professional Development on the Eight Standards for Mathematical Practices and Effective Teaching of Mathematics. Teachers will ask students to provide models and data to support their answers when appropriate.
2. El Morro students can improve in the area of Communicating Reasoning. Numerous El Morro teachers are participating in Rocket Ready and will be using project based learning strategies to help students communicate their reasoning more effectively.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				38

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	19	50.00	15	39.47	*	*			38

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
All Grades	30	78.95	*	*	*	*			38

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
All Grades	14	36.84	13	34.21	*	*	*	*	38

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	29	76.32	*	*			38

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	30	78.95	*	*			38



Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	15	39.47	19	50.00	*	*	38

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	19	50.00	19	50.00			38

Conclusions based on this data:

1.

## 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:

<p><b>LEA GOAL 1:</b>  <b>Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>          Increase student academic achievement in Mathematics in the claim area of Communicating Reasoning through best first instruction, collaboration, critical thinking, creativity, and communication. By June of 2019 students in grades 3rd through 5th will increase academic performance in the area of mathematics as measured by Essential Learning Outcomes (ELOs), Formative Assessments and student performance on the CAASPP. Currently 49% of 3rd through 5th grade students are above standard in the Communicating Reasoning claim area and 43% of students are near standard based on last year's CAASPP results. El Morro would like to increase the percentage of students above and near standard in the claim area. We believe this is possible because Communicating Reasoning is the instructional focus for the teachers in the area of math. The Instructional Services department and Principal will provide professional development in the Eight Standards of Mathematical Practice, identifying ELOs' and Formative assessments.</p> <p>Maintenance goal: In June of 2017, El Morro had a Chronic Absenteeism rate of 14.4%. In June of 2018, El Morro reduced the Chronic Absenteeism Rate to 10.4%. By June of 2019, El Morro will continue to decrease the number of students meeting the Chronic Absenteeism rate to lower than 10.4% as measured by the monthly attendance reports and Chronic Absenteeism reports. Staff will accomplish this by sending monthly attendance letters, holding SST meetings, SARB meetings and removing barriers that may be contributing to high absenteeism rates.</p> <p>Meaningful Relationships and Health and Wellness of students and staff.</p>
<p><b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p><b>What data did you use to form this goal?</b>          Math -- We reviewed the most recent CAASPP results in Mathematics and the Math Claims.</p> <p>Math--Curriculum Based Assessments from our adopted Math Expressions curriculum such as quizzes and unit tests.</p> <p>CAASPP results in Math.</p> <p>AERIES attendance data and MTSS data</p>	<p><b>What were the findings from the analysis of this data?</b>          Overall, 3rd-5th grade students performed very well on the CAASPP Test in the area of Math with 78% of 3rd through 5th grade students meeting or exceeding standard in Math. Even though our students performed well, the Leadership and Instructional staff looked further at each claim area. A relative weakness was Communicating Reasoning, with 49% of our students above standard.</p> <p>We would like to improve the students' ability to be able to explain their thinking in Math. We will focus on improving student performance in this area as well as the other claim</p>	<p><b>How will the school evaluate the progress of this goal?</b>          Teachers will compile student work and the school will use formative assessments to analyze during weekly in PLC meetings. Additionally, teachers will use data from multiple measures to identify and make instructional changes that will increase student learning, including the use of the CAASPP Interim Assessments, CBA's, report card grades, benchmark assessments and summative assessments.</p> <p>CAASPP scores, CBAs, Healthy Kids Survey, PBIS data, Office Discipline Referral data, Parent, Staff and Student</p>
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<p>Annual Chronic Absenteeism attendance data shows that 10.4% of El Morro students were absent 10% or more of the school year.</p> <p>All staff and students will participate in the goal to continue to build meaningful relationships by seeking to understand and accept student's feelings and social/emotional well being as measured by increases in meaningful staff relationships on the California Healthy Kids survey, School Climate survey and LCAP surveys.</p>	<p>areas in Math.</p> <p>Using the Healthy Kids survey, MTSS and Aeries data, students will participate in programs to improve student attendance and increased academic achievement. A Multi-tiered system of support meets the needs of each student at their level of behavioral or academic need.</p> <p>Research shows that students with high absenteeism rates do not perform as well as students who have regular attendance. Additionally, students with high absenteeism rates have trouble making and maintaining meaningful relationships with students and staff. They also report lower rates of school connectedness on local LCAP and School Climate surveys</p>	<p>surveys and Attendance data.</p> <p>Track monthly attendance data</p>
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**STRATEGY:**

All teachers will be implementing the California State Standards and will be focusing on 21st Century Skills (communication, collaboration, creativity, and critical thinking).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will participate in professional development provided by the Principal on the Eight Standards for Mathematical Practices and Effective Teaching of Mathematics. Principal and TOSA will provide modeling and coaching for all teachers as needed.	All Teachers, Principal, TOSA and Asst. Superintendent	Sept 2018-June 2019	professional development	1000-1999: Certificated Personnel Salaries	District Funded	1200
Site Leadership team and grade level teachers conduct non-evaluative Learning Walk-throughs. Data and feedback on student engagement and student learning are shared with grade level teachers for meta-analysis and improved teaching.	Grade Level, Lead Teachers, Principal, and grade level representatives	Ongoing	Substitute time for GLC reps	1000-1999: Certificated Personnel Salaries	District Funded	7000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>El Morro Elementary School will continue our emphasis on promoting the six pillars of character. This program, along with PBIS focus on STARS, enhances positive behavior on campus by reinforcing good behavior through Starbucks assemblies, student recognition and prizes each week.</p> <p>Every September, students participate in a school wide positive assembly led by staff and associated with our Character Counts/PBIS program.</p> <p>A follow-up assembly will be held mid year to reinforce positive behavior.</p>	Principal/Counselor/Staff	2018-19	<p>prizes for whiskers treasure chest</p> <p>Utilize community partners, such as STANCE socks, for Character Counts rewards</p>		<p>Parent-Teacher Association (PTA)</p> <p>Donations</p>	
At-risk students will be referred to the The Learning Club (TLC) by teachers to receive help in the area of Mathematics. After school busses will be used to transport students who are enrolled in tutorial classes and TLC.	Teacher Leads and Principal	March 2018 - May 2019	<p>Bus Transportation</p> <p>Teacher leads</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>Transportation costs</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Disadvantaged Students</p> <p>Title I Part A: Disadvantaged Students</p> <p>None Specified</p> <p>None Specified</p> <p>Parent-Teacher Association (PTA)</p>	<p>5,000</p> <p>4,500</p> <p>0</p> <p>10,000.00</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>At the beginning of the 2018-2019 school year, all K-5 Certificated and Classified staff, will participate in three days of professional development.</p> <p>Each grade level will create and administer a pre and post assessment for in the area of Mathematics. During PLC time, they will create Essential Learning Outcomes(ELO), which students need to know to be successful at the next grade level. Teachers will then develop a Common Formative assessment to generate data for ELO and identify mini lesson topics.</p> <p>The staff will articulate across grade levels above and below them to determine how best to prepare the students for the next grade's objectives and standards.</p> <p>Principal will attend PLC when appropriate to assist grade levels with vertical articulation and provide time for school wide PLCs for grade level teams to collaborate.</p>	District personnel and K-5 teachers	<p>ongoing, weekly PLC meetings.</p> <p>Each grade level will produce 3-5 Essential Learning Outcomes by the end of the 2018-19 school year.</p> <p>Done during three school wide and district wide PLCs</p> <p>Weekly</p>	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	100,000
<p>All grade level teams will utilize a leveled grouping model for differentiated daily Math instruction allowing for remediation and enrichment.</p> <p>Students in all grade levels will use iPads or Chromebooks for math apps such as ST Math and Think Central for strategy practice to support the California Standards in math and the Eight Standards for Mathematical Practice.</p>	<p>Teachers/Aides</p> <p>Teachers</p>	<p>ongoing</p> <p>daily, weekly</p>	MTSS rotations	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>General Fund</p> <p>Other</p>	<p>4800.00</p> <p>1,000.00</p>
Provide professional development for all teachers in the area of Common Formative Assessments in the area of Math.	Principal, Grade Level Chairs, TOSA, Instructional Services and contracted outside providers	ongoing at staff meetings and Grade Level Chair meetings		1000-1999: Certificated Personnel Salaries	Professional Development Block Grant General Fund	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Various teachers will attend ongoing Factswise math training to improve instructional capacity and strategies for students' mastery of grade level math facts and computational skills. They will collaborate in planning, teaching, reflecting, and applying their math instructional strategies in the classroom.	Teachers	Sept 2018-June 2019	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	3000
Thinking Maps Training.	Teachers/TOSA	2018-19	MERS pay for teachers who attend the training after contracted hours Professional Development	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	1000
All teachers will investigate opportunities for math intervention during the school day; researching strategies and interventions that enhance the quality first instruction in the classroom as well as during remediation time.	All teachers	2018-19		1000-1999: Certificated Personnel Salaries	District Funded	
PALS continues to be offered to 4th and 5th grade students and the Counselor has started the Random Acts of Kindness Club (RAK) for 3rd grade students. Students plan activities that take place during the school day to increase student involvement in conflict resolution, mentoring, facilitating play on the playground, service to school and community, learning how to become an Upstander, prevent bullying and demonstrating the pillars of character.	Counselor	2018-19	Stipends for Advisors--one lead and one half stipend	1000-1999: Certificated Personnel Salaries	District Funded	
Provide all teachers training in the 2nd Step Social Emotional support curriculum with weekly implementation at each grade level. Add questions about 2nd Step implementation to LCAP and School Climate survey.	Principal, School Counselor and teachers	2018-19	Professional development	1000-1999: Certificated Personnel Salaries		
Staff Mentor/Mentee program.	School Counselor, Principal	June 2018-19				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze and interpret data from monthly attendance reports to determine students who are chronically absent. (10% or more) Use positive incentive programs to motivate students to improve attendance. Principal will send letters to students considered chronically absent, Principal and counselor will schedule SART with the parents of students who have attendance problems. Students who so not improve attendance will be referred to SARB.	Principal, Attendance Clerk, Counselor	2018-19	Minimal Budgetary impact	None Specified		

## Form A: Planned Improvements in Student Performance (continued)

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 2:

**All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.**

### SCHOOL GOAL:

**(Goals should be prioritized, measurable, and focused on identified student learning needs.)**

All El Morro Elementary students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.

In 2018-19, El Morro Elementary School will increase the number of students and parents who agree/strongly agree that their school prepares them careers from 67% to above 70% as measured by the 2018-19 District LCAP survey.

El Morro will increase the percentage of students and parents reporting that "my school prepares me for college" from 74% as measured by the 2018-19 LCAP survey.

El Morro will increase the number of students in agreement that LBUSD provides sufficient opportunities in STEAM education as reported by the results of the LCAP survey. Staff will review results from and target specific areas of need.

**LCAP Priorities Areas 1, 2, 4, 5: Basic-** Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; **Implementation of CCSS –** Implementation of the Common Core State Standards for all students; **Student Achievement** - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; **Other Student Outcomes** – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.

### What data did you use to form this goal?

CAASPP Scores  
LCAP Survey  
School Climate Survey  
District writing benchmarks

### What were the findings from the analysis of this data?

The findings are that survey results indicate that El Morro Elementary School and staff can improve student results in the of College and Career readiness for students. Specifically in the areas of STEAM opportunities and college and career readiness. This also means demonstrating effective communication skills in writing, communicating reasoning in math and STEAM opportunities .

### How will the school evaluate the progress of this goal?

Skills and knowledge gained toward being college and career ready will be measured by using CAASPP data, common benchmark assessments and teacher observation input and may include additional data gained from student surveys, , Writing Benchmarks, the Healthy Kids Survey, other surveys of parents.

### STRATEGY:

We will focus on the anchor standards of college and career readiness with an emphasis on Standards based writing, reading comprehension of non fiction text, technology, and listening/speaking opportunities to prepare students for success in the secondary levels and beyond. We will also implement the 1:1 computers in 5th grade, Computer Science lessons in 5th grade, GATE Club, provide additional STEAM opportunities and after school enrichment opportunities



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to focus on the areas of Informative, Opinion, and Narrative Writing. Teachers focus on one writing genre per trimester. A pre-writing assessment task is given to students. Grade level teams analyze the student work in PLC meetings and design instruction according to identified student needs. A final writing assessment task is given for each genre. The data is gathered and evaluated by grade level teams every trimester.	Teachers/Staff	2018-19	Planning and scoring time, PLC Time	1000-1999: Certificated Personnel Salaries	District Funded	
Principal will order Thrively, a computer program which identifies student strengths and interests. Students will be able to access reports detailing information on their strengths and preferred career pathways. 5th grade students will explore Career and College opportunities with teachers and computer program in May and June of 2019	Principal & 5th Grade teachers	2018-2019		4000-4999: Books And Supplies		900.00
Principal will monitor that Performance Tasks similar to those found on the 5th grade CAASPP Science test are being created through the Gizmos computer program and used for student instruction at all grade levels in preparation for the CAASPP test in Science.	Principal, Science Teacher and Grade Level Chair Teachers	2018-19	Statewide achievement testing	None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The use of technology is increasing across all grade levels to prepare our students for the technological rigors of the 21st century and meet the requirements of the California Standards.</p> <p>All Fifth grade classrooms will implement a 1:1 Chromebook program. These computers can be brought home by the students with parent permission. This will further develop the student's ability to research and work collaboratively online with each other, their teacher and other students outside their own community..</p> <p>All 2nd through 5th grade classrooms provide chromebooks for each student and each kinder and first grade classroom will have access to i-pads to develop student's technology skills as well as provide remediation and enrichment opportunities.</p>	Principal, Teachers and Technology Paraprofessional	2018-19	Chromebooks for each student in grades 2-5. Computers for check out purposes when Chromebooks need repair.	4000-4999: Books And Supplies	District Funded  District Funded  District Funded	
All K-5 students have scheduled computer time in the general education classroom to develop technology skills including, but not limited to, keyboarding, coding, and computer science as well as researching online responsibly.	Teachers/Staff	2018-2019	Classified Technology Aide	2000-2999: Classified Personnel Salaries	District Funded	0
Professional development is continuing to be offered to staff during and after school to increase STEAM opportunities and NGSS Science lesson development. These activities assist the students to organize their thoughts, work collaboratively and think critically to be prepared for high need college and career paths.	Principals, TOSAs and interested teachers	2018-19	additional pay for teachers beyond contract time to participate in trainings	1000-1999: Certificated Personnel Salaries	District Funded	

## Form A: Planned Improvements in Student Performance (continued)

### LEA GOAL 3:

**Professional Development focused on 21st Century teaching and learning.**

### SCHOOL GOAL:

**(Goals should be prioritized, measurable, and focused on identified student learning needs.)**

During the 2018-19 school year, all El Morro Elementary School teachers will be trained in Best First Instruction and using technology to enhance instruction in all content areas through professional development. Teaching and learning utilizing technology, communication, collaboration, critical thinking, and creativity as well as Computer Science will be emphasized.

2nd grade teachers will select and implement 4CLE furniture based on the needs of students to create a 21st Century Learning Environment.

**LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-: Basic-** Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; **Implementation of CCSS** – Implementation of the Common Core State Standards for all students; **Course Access** – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; **Student Achievement-** Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; **Other Student Outcomes** – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; **Student Engagement** - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; **School Climate** – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts

### What data did you use to form this goal?

CAASPP, common benchmark assessments, teacher observation and input.

### What were the findings from the analysis of this data?

We found that all teachers needed to develop instructional skills and strategies geared toward California State Standards, utilizing technology, communication, collaboration, critical thinking, and creativity, as well as Computer Science.

### How will the school evaluate the progress of this goal?

Staff survey results on PD needs, Participation rates in staff development, summative standardized assessment results, Curriculum Based Assessments as well as data collected during classroom walk-throughs will help determine progress toward this goal.

### STRATEGY:

Enable teachers/staff to attend professional development related to the California standards, Newly Adopted Curriculum, NGSS, 4 C's, CCR and provide release time for staff to participate in learning walks on site.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Various training, including but not limited to, Pathways to Proficiency training, voluntary staff development for increased mastery of implementing curriculum in all content areas, specifically Social Studies curriculum adoption. Close Reading, Social Emotional learning (K-5) and Handwriting without Tears into instruction (K-3) and Computer Science (coding)	District California Standards TOSAs and teachers	2018-19	Certificated Hourly	1000-1999: Certificated Personnel Salaries	District Funded	
			Instructional Materials	4000-4999: Books And Supplies	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Studies curriculum Training: One PD day before the school year begins as well as ongoing days during the school year for all K-5 teachers to increase their understanding and implementation of the new Social Studies curriculum and instructional practices.	District staff/teachers	2018-19	Substitute pay	1000-1999: Certificated Personnel Salaries	District Funded	
					District Funded	
NGSS Training: All Kindergarten through 5th grade teachers will attend various Science trainings to learn about the new California science standards. Curriculum development for each grade level.	Science Teacher, TOSA, Principal	2018-19 ongoing	Substitute pay	1000-1999: Certificated Personnel Salaries	District Funded	
			Registration	5000-5999: Services And Other Operating Expenditures		
STEAM Academy: Several teachers from each school site may attend a two day STEAM conference.	Teacher reps	2018-19	Substitute pay	1000-1999: Certificated Personnel Salaries	District Funded	
			Registration	5000-5999: Services And Other Operating Expenditures	District Funded	
Social Studies curriculum adoption.	Teachers, Principal and Instructional Services department	2018-19	textbooks and online resources	4000-4999: Books And Supplies	District Funded	
4CLE (the four C's of the common core Learning Environment) committee: The 4CLE district initiative is the plan to create a classroom learning environment that can enhance more collaboration, communication, critical thinking, and creativity. It consists of providing new furniture that is more conducive to collaboration, an amplification system to increase communication, and adding several TV screens. Meetings are being held about redefining the learning environment, managing technology use, and project based learning. 4th grade was completed in 2016-17 school year. 3rd grade will be completed during the 2017-18 school year.	Principal/ Directors of Technology and Facilities, grade level Teachers. One grade level will be selected each year for implementation.	2018-19 and ongoing	Stipend	1000-1999: Certificated Personnel Salaries	District Funded	
Implementation of Gizmos software to prepare students for the performance tasks on the 5th grade science test				1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	

## Form A: Planned Improvements in Student Performance (continued)

<b>LEA GOAL 4:</b> <b>Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.</b>
<b>SCHOOL GOAL:</b> <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b> El Morro Elementary School provides and maintains safe, attractive, clean, well equipped learning environments for all students. This includes the hiring of a school resource officer, active shooter training and drills, exploring upgrading the surveillance cameras on campus, re-keying all door locks and maintaining the fencing and green screens on campus. Our goal is for all Facility systems to receive "Good" repair status on the 2018-19 Facilities Inspection Tool (FIT) survey.
<b>LCAP Priorities 1, 2: Basic-: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS –</b> Implementation of the Common Core State Standards for all students

<b>What data did you use to form this goal?</b> Safety walks, FIT assessment, Williams Complaints(none), School Climate survey and observation were used to guide our focus for facility improvements and upgrades.	<b>What were the findings from the analysis of this data?</b> The school campus is in good condition with only general maintenance needs. District and site staff needs proactively develop plans to continue to maintain campus in good condition.	<b>How will the school evaluate the progress of this goal?</b> Progress of this goal will be monitored by data collected by the School District Facilities department, Facilities Inspection Tool survey, Williams Complaints Facilities Report and School Climate Survey.
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<b>STRATEGY:</b> Based on the assessment of our facility needs, we will continue to make the necessary repairs and improvements to ensure student safety and promote student learning
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plant more Palm two trees around the lunch patio to provide shade to unprotected areas on the lunch patio.	Director of Facilities and School Principal	2018-19	Plant trees to provide shade.	6000-6999: Capital Outlay	District Funded	3,000.00
Equip 2nd Grade classrooms with a 4CLE learning environment. Identify flexible furniture and environments that promote critical thinking, collaboration, creativity, and communication for all classrooms/students in 2nd grade.	Director of Facilities, Director of Technology, Grade Level Teachers, and School Principal	2018-2019	Facilities Plan	6000-6999: Capital Outlay	District Funded	250,000
Continue to support the Science/STEAM lab for all students to explore Science, Technology, Engineering, and Mathematics in a hands-on learning environment by moving lab to larger classroom (54) to provide more room and storage.	Director of Facilities, Teachers, & School Principal	2018--2019	Facilities Plan	6000-6999: Capital Outlay	District Funded	85,000
					Parent-Teacher Association (PTA)	15,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Service, repair, replace rubberized play surface Kinder	Director of Facilities, Principal, Maintenance staff	2019-20	Facilities Plan	6000-6999: Capital Outlay	District Funded	25,000
Review campus safety recommendations from OCIAAC report with Director of Maintenance and Facilities and Safety committee. Update and maintain surveillance camera system to add cameras to parking lot and green screen for campus safety.	Principal, District Safety committee, Director of Facilities	2018-19	Comprehensive School Safety Plan	6000-6999: Capital Outlay	District Funded	3,500
Roof system replacement at 50's/Admin/MPR	Director of Maintenance, Principal and maintenance staff	2019-20		6000-6999: Capital Outlay	District Funded	428,000
Replace/Modify HVAC at 50's/Admin/MPR	Principal, Maintenance and Facilities	2018-19		6000-6999: Capital Outlay	District Funded None Specified	160,000
Expand School Garden	Maintenance and Facilities, Principal, PTA	2018-19	Maintenance and Facilities	6000-6999: Capital Outlay	Parent-Teacher Association (PTA) Site Based Gifts and Donations	25,000
Storm water drainage and modifications at 40's wing	Maintenance and Facilities department	2019-20			None Specified	15,000
MPR replace wall covering and paint	Maintenance and Facilities and Principal	2019-20			District Funded	20,000

## Form A: Planned Improvements in Student Performance (continued)

### LEA GOAL 5:

By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.

### SCHOOL GOAL:

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

El Morro Elementary School will promote a variety of opportunities for parents, students, staff and the community that strengthen communication and meaningful participation and encourages all stakeholders to become engaged in the learning process.

Based on the results of the 2017-2018 LCAP Survey 22% of our EL parent population believe that we do not provide enough adequate opportunities to involve our English Learner families. The majority of our stakeholders feel we have strong communication and provide meaningful participation opportunities for everyone, but we will increase opportunities for English Learner parents by providing English Translation and special invitations to be involved. Our goal is to decrease the percentage of EL parent population and teachers who do not believe the school is providing adequate opportunities for EL family involvement from 22% to 15% or lower.

**LCAP Priorities 3, 6, 8: Course Access** – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; **Student Engagement** - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; **School Climate** – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.

### What data did you use to form this goal?

District LCAP survey, School Climate Survey, Number of PTA volunteers, parent participation on the DELAC, School Site Council (SSC), and district surveys

### What were the findings from the analysis of this data?

The school experienced significant decrease in the number of parents and staff who believed we did not provide adequate opportunities for EL parent involvement in the school. Based on the results of the 2017-18 LCAP Survey, El Morro went from 48% to 22% of our EL families disagreeing that the school provide adequate opportunities for parent involvement.

### How will the school evaluate the progress of this goal?

Number of parents who participate in volunteering for PTA and school activities. GATE Advisory, DELAC and ELAC participation. CHKS survey data, PTA volunteer hours, results of 2018-19 LCAP survey, results of School Climate survey

### STRATEGY:

Communicate all opportunities for parent and student participation through a variety of means including weekly newsletter, Principal email, school website, phone callouts and teacher websites.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
California Healthy Kids Survey will be conducted every other year with 5th grade students and 5th grade teachers will take an online survey as well.	Dr. Michael Keller, Director of Social and Emotional Support	ongoing--every other year	Every other year (2018-19)	5000-5999: Services And Other Operating Expenditures	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA volunteer opportunities: Volunteer options include, but are not limited to, Colonial Days, Boo Blast, Fun Day Monday as part of Character Counts committee, Strike Team Parents, Book Fair, 5th grade graduation committees, Art Masters, Garden Coordinator, jog-a-thon, Spelling Bee, and Talent Show.	PTA	2018-19	Volunteer	None Specified	None Specified	
School Site Council members elected every two years for stakeholder representation and input to the Single Plan for Student Achievement. Parents and Staff participate along with Principal	Principal & SAC Chairperson	ongoing	SAC Chairperson stipend	1000-1999: Certificated Personnel Salaries	General Fund	
PTA membership, Classroom volunteer opportunities: Classroom volunteer options include room parents, field trip chaperones, Staff Mentor/Student Mentee program and assist with various events	Teachers	2018-19	Volunteer	None Specified	None Specified	0
Community involvement opportunities: Options include food drives for Food Pantry, Character Counts community service, Blessing Bag Drive, Hip Hop with a Cop at recess, Friendship Shelter gift baskets, LOCA Color, Read Across America, and Plein Air Paint Out.	PTA/Principal	2018-19	Volunteer	None Specified	None Specified	
Update and maintain parent help links to the El Morro website that link directly to homework support and teacher webpages eliminating multiple steps for parents to find support and information	Principal and Technology department	2018-19	Website	None Specified	None Specified	
Conduct Coffee with the Counselor, Parent Math nights throughout the school year and next school year to educate parents on how to access Math Support at home. Provide information in Spanish and have translators available.	Principal , Counselor and Teachers	2018-19	pay teachers and staff hourly to attend	1000-1999: Certificated Personnel Salaries	General Fund	



## Form D - School Site Council Membership: El Morro Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Duddy	X				
Marianne Lawson			X		
Ian Corso		X			
Everett Blanton			X		
Allison Trotter				X	
Lindsay Richland				X	
Jessica Torres-Salgado				X	
Alina Plaia				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	

At elementary schools, the School Site Council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E - Recommendations and Assurances (El Morro Elementary School)

The school Advisory council (SAC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):  
Site Leadership Team and District LCAP committee

\_\_\_\_\_  
Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
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 presented to the district LCAP committee on: November 28, 2018

Attested:

Mr. Chris Duddy

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Mrs. Marianne Lawson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date