

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: 12-12-17

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 .

Table of Contents

School and Student Performance Data	3
CAASPP Results (All Students).....	3
Title III Accountability (District Data)	7
California English Language Development (CELDT) Data	8
Form A: Planned Improvements in Student Performance	9
LEA GOAL 1	9
LEA GOAL 2	16
LEA GOAL 3	19
LEA GOAL 4	21
LEA GOAL 5	23
Form D - School Site Council Membership: El Morro Elementary School.....	25
Form E - Recommendations and Assurances (El Morro Elementary School).....	26

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	103	91	100	84	100	84	97.1	93.3
Grade 4	113	109	107	104	107	104	94.7	95.4
Grade 5	105	122	101	118	101	117	96.2	96.7
All Grades	321	322	308	306	308	305	96.0	95.3

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2469.5	2498.3	34	56	39	21	23	18	4	5
Grade 4	2504.9	2519.7	39	45	30	27	19	18	12	10
Grade 5	2574.4	2564.5	50	45	32	32	11	18	8	5
All Grades	N/A	N/A	41	48	33	27	18	18	8	7

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	30	46	57	43	13	11	
Grade 4	33	44	53	44	14	12	
Grade 5	49	49	42	37	10	15	
All Grades	37	47	51	41	12	12	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	41	58	51	35	8	7
Grade 4	39	47	51	41	9	12
Grade 5	55	48	37	44	8	9
All Grades	45	50	46	40	8	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	44	69	52	7	4
Grade 4	21	28	74	66	5	6
Grade 5	40	33	54	61	6	6
All Grades	28	34	66	60	6	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	45	58	46	40	9	1
Grade 4	36	38	52	56	11	7
Grade 5	59	58	40	40	1	2
All Grades	47	51	46	46	7	3

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	103	91	100	84	99	84	97.1	93.3
Grade 4	113	109	107	104	107	104	94.7	95.4
Grade 5	105	122	101	119	100	119	96.2	97.5
All Grades	321	322	308	307	306	307	96.0	95.6

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2465.8	2488.0	26	46	42	30	26	15	5	8
Grade 4	2498.5	2506.3	20	31	43	31	30	31	7	8
Grade 5	2571.5	2552.9	50	40	23	29	19	14	8	16
All Grades	N/A	N/A	31	39	36	30	25	20	7	11

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	55	46	36	9	10
Grade 4	45	43	34	37	21	20
Grade 5	58	54	28	28	14	18
All Grades	49	50	36	33	15	17

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	56	44	35	11	10
Grade 4	26	32	56	56	18	13
Grade 5	45	35	42	46	13	18
All Grades	38	40	48	46	14	14

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	60	49	39	8	1
Grade 4	31	42	55	38	14	19
Grade 5	45	39	44	38	11	23
All Grades	39	46	50	38	11	16

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

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	86		100
Percent with Prior Year Data	90.7		100
Number in Cohort	78		100
Number Met	64		79
Percent Met	82.1		79
NCLB Target	59.0	60.5%	62.0%
Met Target	Yes		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	66	35			67	49
Number Met	31	26			34	39
Percent Met	47.0	74.3			50.7	79.6
NCLB Target	22.8	49.0	24.2%	50.9%	25.4%	52.8%
Met Target	Yes	Yes			N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Met Target for AMAO 3	Yes		N/A

School and Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K									***						
1		57	25	44	43	50	56		25						
2	22	9	22	44	73	33	11	18	33	11		11	11		
3	25	36	55	25	45	27	50		18		9			9	
4	33	50	55	50	17	9	17	33	18			9			9
5	50	56	25	13	11	25	13	33	50	25					
Total	25	39	40	35	41	25	30	16	28	8	2	5	3	2	3

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: Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.		
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication. By June of 2018 students in grades 3rd through 5th will increase academic performance in the area of reading as measured by student performance on the CAASPP. Currently 45% of 3rd through 5th grade students are above standard in reading and 32% of students are meeting standard based on last year's CAASPP results. El Morro would like to increase the percentage of students exceeding and meeting standards in the area of reading. We believe this is possible because of our students' demographic background and with the adoption of our new ELA/ELD curriculum has a focus on Close Reading strategies which teachers are implementing in the classroom. By June of 2018, El Morro will decrease the number of students meeting the Chronic Absenteeism rate from 13.9% to under 10% as measured by the monthly attendance reports. Staff will accomplish this by sending attendance letters, holding SST meetings, SARB meetings and removing barriers that may be contributing to high absenteeism rates. By June of 2018, El Morro students will 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.		
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? Reading--DIBELS, reading intervention assessments, teacher administered Curriculum Based Assessments, benchmark assessments, such as running records, San Diego Quick, BOST, sight words and teacher observations Writing--district writing pre and post assessments in Informative, argument/opinion, and narrative writing, teacher created classroom assignments and teacher observation. Math--Curriculum Based Assessments from our adopted Math Expressions curriculum such as quizzes and unit tests.	What were the findings from the analysis of this data? Our 3rd-5th grade students performed very well on the CAASPP Test. 75% of 3rd through 5th grade students scored at or above standard in Language Arts. Writing was a strong point for our students. In Math, 69% of our 3rd through 5th grade students performed at or above the standard. Even though our students performed well, our weakest areas were listening, demonstrating effective communication skills in ELA and Concepts and Procedures in Math. We will focus on improving student performance in these two areas.	How will the school evaluate the progress of this goal? 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. CAASPP scores, DIBELS, CBAs, Healthy Kids Survey, PBIS data, Office Discipline Referral data, Parent, Staff and Student survey and Attendance data.

<p>CAASPP results in English Language Arts and Math.</p> <p>PBIS AERIES data and RTI data</p> <p>All K-5 students will participate in the goal for continued understanding and appreciation of all student's feelings of social/emotional well being as measured by student's feelings of safety and overall well being as measured by increases on the California Healthy Kids survey.</p> <p>All students will participate in the goal for California and 21st century skills through receiving best first instruction through the core curriculum. Support and enrichment will be measured through curriculum based end of unit assessments, BPSJ, High Frequency Words, Sight Words, Reading Lexiles and DIBELS data. A Multitiered support system is implemented to provide intervention and enrichment as determined by multiple measures of data.</p> <p>Annual Chronic Absenteeism attendance data shows that 13.9% of El Morro students were absent 10% or more of the school year.</p>	<p>participate in programs for continued development of safety and well being and increased academic achievement during the school day. 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, student 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>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	
All teachers will participate in professional development for the selected English Language Arts/English Language Development curriculum and the Reading Specialist will provide modeling and coaching for all teachers as needed.	All Teachers, Principal and Asst. Superintendent	Sept 2017-June 2018	professional development	1000-1999: Certificated Personnel Salaries	District Funded	
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 Levellead Teachers, Principal, and grade level representatives	Ongoing	Substitute time for GLC reps	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The teaching staff has implemented DIBELS Next assessment for reading fluency. All students are assessed two times a year. Students involved in intervention are assessed three times a year. The DAZE assessment to evaluate comprehension has been implemented for grades 3-5.	Reading Intervention Coach and Classroom Teachers	Ongoing	Materials Sub time for testing team members Additional hours for testing team members Data management System-- DIBELS U of Oregon	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	General Fund District Funded District Funded General Fund
El Morro Elementary continues to recognize the "Read Across America-Happy Birthday, Dr. Seuss Day." Individual classrooms/grade levels have special activities that emphasize the value of developing a lifelong love of reading. Some classrooms will host guest readers that will read a special book and will share with the students the importance of allocating time each day to read for pleasure.	Teacher Lead	March 2018-April 2018	Prizes and certificates Dunking Machine/certificates SRI Access fee Transportation costs	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Donations Donations District Funded Parent-Teacher Association (PTA)
Scholastic Reading Counts/SRI is used to assess student comprehension and determine Lexile reading level. An incentive program has been developed for students who read the most with an opportunity at the end of the year to participate in "Dunkin' Duddy" wherein students can dunk the Principal in water if they hit the lever with a ball...this opportunity is for students with the highest reading levels only. Raz-Kids is used for students to assess reading levels and comprehension for K-3. After school busses will be used to transport students that are enrolled in tutorial classes such as the Homework Club and TLC.	Teacher Lead/Principal Principal	Ongoing Sept 2017-June 2018			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
At the beginning of the 2017-2018 school year, all K-5 Certified staff, will participate in three days of professional development. Instructional Assistants and Classified staff will be included when appropriate.	District personnel and K-5 teachers	ongoing, weekly PLC meetings	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded
Each grade level will create and administer a pre and post assessment for each of the three writing genres. During PLC time, they will create SMART goals generated from the pre-assessment data for each writing unit and identify mini lesson topics.					
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.					
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.					
The 4th and 5th grade teams will utilize a leveled grouping model for differentiated daily Language Arts(Writing) and Math instruction allowing for remediation and enrichment.	Teachers/Aides	ongoing	MTSS rotations	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	General Fund Other General Fund
Students in all grade levels will use iPads or Chromebooks for math apps such as Manga High, Think Central and Dreambox for strategy practice to support California math instructional practices.	Teachers				
Various teachers will attend English language Arts/ English Language Development(ELA/ELD) training in our newly adopted ELA/ELD curriculum to ensure fidelity and support implementation of new curriculum successfully.	Principal, Asst. Superintendent, TOSAs, Trainers from adopted curriculum and teachers	August 2017 - June 2018		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
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 2017-June 2018	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded
Thinking Maps Training	Teachers/TOSA	2017-18	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded
The MTSS team will continue to meet after school for one hour on a monthly basis to review the outcomes of all interventions including benchmark assessments, grades, discipline and attendance data in Aeries to address areas of concern. MTSS team will review data from Illuminate and Aeries to determine the effectiveness of current interventions and where additional interventions may be needed. The MTSS team will report outcomes to staff on a regular basis via provisions of meeting minutes and via reports at staff meetings.	Principal/Counselor	2017-18	MERS hours to pay for teacher time at after school meetings after contracted time	1000-1999: Certificated Personnel Salaries	General Fund
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 Upraiser, prevent bullying and demonstrating the pillars of character.	Counselor	2017-18	Stipends for Advisors--one lead and one half stipend	1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
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.	Principal/Counselor/Staff	2017-18	prizes for whickers treasure chest STANCE socks for Character Counts winners	Parent-Teacher Association (PTA) Donations	
Every September, students participate in a school wide positive assembly led by staff and associated with our Character Counts/PBIS program.					
A follow-up assembly will be held mid year to reinforce positive behavior.					
A 30-45 minute academic intervention and enrichment time block will continue to be offered during the school day for students not meeting benchmark, performing at the intensive level or exceeding the standards..	Reading Interventionist, Paraprofessional and teachers, instructional aides	2017-18		1000-1999: Certificated Personnel Salaries	District Funded
Students performing at the strategic and benchmark levels will be offered reteach or extension instruction during the same block of intervention time during the school day.					
Three times a year, students are screened for possible reading difficulties using DIBELS NEXT assessment measures. DIBELS NEXT assessment measures will also be used for monitoring progress of students participating in intervention instruction. Data will be recorded and compiled using DIBELS Data System.	Reading Interventionist and staff	2017-18		4000-4999: Books And Supplies	
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	2017-18		1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Friendship Club Social Skills training for students during lunch and after school	Aide under supervision of Speech Therapist and/or counselor	2017-18		1000-1999: Certificated Personnel Salaries	
Provide all teachers training in the 2nd Step Social Emotional support curriculum with weekly implementation at each grade level and Staff Mentor/Mentee program.	School Counselor and teachers	2017-18	Professional development		
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	2017-18	Minimal Budgetary impact	None Specified	

Form A: Planned Improvements in Student Performance (continued)

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. Currently 53% of LBUSD students report "my school prepares me for a career". El Morro will increase the percentage of students reporting that "my school prepares me for a career" as measured by the 2017-18 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 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? District writing benchmarks CAASPP Scores Performance task scores LCAP Survey School Climate Survey Co-Vitality 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.	What were the findings from the analysis of this data? CAASPP testing results and LCAP Survey results will be used to provide data in the area of College and Career readiness. Specifically in the areas of Listening - demonstrating effective communication skills, mathematical concepts and procedures 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, Lexile and Reading levels, Writing Benchmarks, the Healthy Kids Survey, other surveys of parents. Number of students participating in enrichment opportunities such as Coding Club, GATE Club, The Learning Club etc.
STRATEGY: We will focus on the anchor standards of college and career readiness with an emphasis on CCSS 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 BYOD, Coding Club, GATE Club, provide additional STEAM opportunities, After school enrichment classes, and Math Club		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
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	2017-18	Planning and scoring time, PLC Time 1000-1999: Certificated Personnel Salaries	District Funded	
All grade levels are using the Wonders ELA/ELD curriculum to teach reading, writing and grammar. We supplement Scholastic News, including Science Spin, RAZ-Kids and/or Time for Kids student magazines as additional non-fiction text to supplement our current Open Court Reading Program. Especially, during the Curriculum Adoption process as not all teachers will be piloting the new curriculum. Teachers are utilizing the close reading strategy with informational text to increase student's comprehension of non-fiction text. This will decrease as the school adopts new ELA/ELD and Science Curricula.	Teachers	2017-18	subscription for Time for Kids and Scholastic News Weekly Reader subscription 4000-4999: Books And Supplies General Fund Parent-Teacher Association (PTA)		
Principal will monitor that Performance Tasks similar to those found on the CAASPP are continually being created and used for student instruction and preparation for the CAASPP testing.	Principal and Teachers	2017-18	Statewide achievement testing	None Specified	None Specified

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
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 CCSS.	Principal, Teachers and Technology Paraprofessional	2017-18	Chromebooks for each student in grades 2-5. Computers for check out purposes when Chromebooks need repair.	4000-4999: Books And Supplies	District Funded
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.					
All 2nd through 5th grade classrooms provide Chromebooks for each student and each kinder and first grade classroom will have access to iPads to develop student's technology skills as well as provide remediation and enrichment opportunities.					
All K-5 students have scheduled computer time in the general education classroom to develop technology skills including, but not limited to, keyboarding, coding, learning computer applications such as Google Docs, Slides, Presentations and PowerPoint, as well as researching online responsibly.	Teachers/Staff	2017-2018	Classified Technology Aide	2000-2999: Classified Personnel Salaries	District Funded
Professional development is continuing to be offered to staff after school. The use of thinking maps, English Language Arts and English Language Learner training, English Language Learner techniques and NGSS Science lesson development. These activities assist the students to organize their thoughts, work collaboratively and think critically to be prepared for college and career.	Principals, TOSAs and interested teachers	2017-18	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 2017-18 school year, all El Morro Elementary School teachers will be trained on 21st Century teaching and learning utilizing technology, communication, collaboration, critical thinking, and creativity as well as project based learning.
3rd 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: 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

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP, common benchmark assessments, teacher observation and input.	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 project based learning.	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
Various training, including but not limited to, Pathways to Proficiency training, voluntary staff development for increased mastery of implementing curriculum in all content areas: Close Reading, Social Emotional learning(K-5) and Handwriting without Tears into instruction (K-2,possibly 3) and Blended Learning	District California Standards TOSAs and teachers	2017-18	Certificated Hourly Instructional Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded District Funded
ELA/ELD curriculum Training: Two PD days before the school year begins as well as two more during the school year for all K-5 teachers to increase their understanding and implementation of the new Language Arts curriculum and ELD practices.	District staff/teachers	2017-18	Substitute pay	1000-1999: Certificated Personnel Salaries	District Funded District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
NGSS Training: All Kindergarten through 5th grade teachers will attend various Science trainings to learn about the new California science standards being implemented in September of 2017.	OCDE/TOSA	2017-18 ongoing	Substitute pay Registration	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	District Funded
STEM Academy: Several teachers from each school site may attend a two day STEM conference.	Teacher reps	2017-18	Substitute pay Registration	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	District Funded
English Language Arts (ELA) adoption training: Because of the new adoption the following trainings will be offered for all K-5 teachers who are piloting the ELA/ELD curriculum: voluntary one day training in August to preview the adoption materials, Professional learning for teachers before the school year starts, and a mandatory half day trainings in January and March to review the pilot results.	District Staff/Teachers	2017-18	Substitute pay Registration	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	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.	2017-18 and ongoing	Stipend	1000-1999: Certificated Personnel Salaries	District Funded
Lexia training for teachers to use as an intervention with struggling students.	Special Education Staff, teachers and aides	2017-18	hourly	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded
Social Studies curriculum adoption.	Teachers, Principal and Instructional Services department	2017-18	textbooks and online resources	4000-4999: Books And Supplies	
Math Practices trainings during staff meetings	Principal and teachers	2017-18			

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 4:

Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.

SCHOOL GOAL:

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

El Morro Elementary School will provide and maintain safe, attractive, clean, well equipped learning environments for all students.

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?

Local benchmark assessments, CASPP, MTSS data, teacher observation were used to guide our focus of professional development topics and opportunities.

What were the findings from the analysis of this data?

A 10 year plan of projects was formulated with areas of need prioritized based on the data collected.

How will the school evaluate the progress of this goal?

Progress of this goal will be monitored by data collected by the School District Facilities department, FIT Williams Facilities Report and California Healthy Kids Survey.

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Monitor trees that were installed to provide shade to unprotected areas on campus. Replace if necessary.	Director of Facilities and School Principal	2017-2018	Possibly replace trees planted to provide shade.	6000-6999: Capital Outlay	District Funded
Equip 3rd Grade classrooms with a 4CLE learning environment. Identify flexible furniture and environments that promote critical thinking, collaboration, creativity, and communication for all students in a grade to be determined.	Director of Facilities, Director of Technology, Grade Level Teachers, and School Principal	2017-2018	Facilities Plan	6000-6999: Capital Outlay	District Funded
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	2017--2018	Facilities Plan	6000-6999: Capital Outlay	District Funded Parent-Teacher Association (PTA)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Repair and replace walkway covers and rain gutters on campus that were damaged by rain during the 2016-2017 school year, improvements include installation of new rain gutters on all buildings and repairing covered walkways that have damage.	Director of Facilities, Principal, Maintenance staff	2017-18	Facilities Plan	6000-6999: Capital Outlay	District Funded
Install Raptor visitor check-in system for campus safety	Principal, District Safety committee, Director of Facilities	2017-18	Comprehensive School Safety Plan	6000-6999: Capital Outlay	District Funded
Purchase more lunch tables with umbrellas for Kindergarten playground in preparation for Full Day Kindergarten	Principal, Teachers and staff	2017-18		6000-6999: Capital Outlay	District Funded
Repair Slide on 1st through 5th grade playground (complete)	Principal, Maintenance	2017-18		None Specified	Site Based Gifts and Donations General Fund
Replace green screen on fencing around campus to provide safety for students and staff	Maintenance and Facilities	2017-18			Maintenance and Facilities

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.

LCAP Priorities 6, 7, 8: Student Engagement - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; Parent involvement as measured by the extent to which parents participate in key school decisions; **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?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Number of PTA volunteers, parent participation on the DELAC, Student Site Council (SSC), California and district surveys	Based off the 2016-2017 School Climate Survey 52% of our EL parent population believe that we create 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.	Number of parents who participate in BTSN, Open House, GATE Advisory, DELAC and ELAC meetings and Report Card conferences, HKS survey data, PTA volunteer hours, Number of students who participate in ASB and PALS

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, Assessment and Accountability	ongoing--every other year	Every other year (2017-18)	5000-5999: Services And Other Operating Expenditures	District Funded	
PTA volunteer opportunities: Volunteer options include, but are not limited to, Colonial Days, Boo Blast, Fun Day Monday as part of Character Counts committee, Volunteer Dads Team, Book Fair, 5th grade graduation committees, Art Masters, Garden Coordinator, log-a-thon, Spelling Bee, and Talent Show.	PTA	2017-18	Volunteer	None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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, and assist with various events	Teachers	2017-18	Volunteer	None Specified	None Specified	0
Community involvement opportunities: Options include food drives for Food Pantry, Character Counts community service, Toys for Tots, warm clothing drive, Friendship Shelter gift baskets, LOCA Color, Read Across America, and Plain Air painters.	PTA/Principal	2017-18	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	2017-18	Website	None Specified	None Specified	
Conduct Parent Math nights throughout the school year and next school year to educate parents on how to access Math Support at home. Include information in Spanish and have translators available.	Principal and Teachers	2017-18	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			
Agnes McManus			X		
Allison Trotter				X	
Lisa Barreth				X	
Angela Harris				X	
Alina Plaia				X	
Numbers of members of each category	1	1	2	4	

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):

English Learner Advisory Committee

☒ Special Education Advisory Committee

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

Julia Ramos
Signature
[Signature]
Signature
[Signature]
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: December 7, 2017

Attested:

Mr. Chris Duddy

Typed Name of School Principal

Chris Duddy
Signature of School Principal
Marianne Lawton
Signature of SSC Chairperson

12-13-17
Date

Mrs. Marianne Lawton

Typed Name of SSC Chairperson

12-13-17
Date