

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date |
|----------------------------|-----------------------------------|--|
| El Morro Elementary School | 30-66555-6028906 | 5/16/24 |

School Vision and Mission

Vision - We take ownership of each child's learning accepting no limits on potential.

Mission - Our mission is for each student to gain the knowledge, experience, global perspective, and skills needed to become a lifelong learner in a competitive and interconnected world.

School Profile

El Morro Elementary School is located on a bluff overlooking the Pacific Ocean near the northern border of Laguna Beach and is surrounded by Crystal Cove State Park on its southern and eastern borders. This ideal location allows our students to participate in hands-on and interactive learning experiences with the local environment. We serve a wide range of students from all over the community of Laguna Beach and a portion of Crystal Cove, including English Learners and students with unique needs.

The main goal of our Single Plan for Student Achievement is to increase all students' academic achievement and social-emotional strength through collaboration, communication, creativity, and critical thinking. Our school community is focused on providing our students with a world-class education allowing students to compete and participate in a global society by implementing rigorous California State Standards and having high expectations for all students. El Morro Elementary School was awarded the National Blue Ribbon award in 2019 for academic excellence and recognized as a California Distinguished School in 2008 and 2014, as well as a California Gold Ribbon School in 2016. Our collaborative MTSS (Multi-Tiered System of Supports) model is a systems-based approach to education that has helped student learning continue to grow. These results were accomplished by a hard-working, highly qualified staff of teachers who have embraced the Professional Learning Community (PLC) model.

El Morro Elementary School is a Professional Learning Community dedicated to meeting the needs of our students by using data to support our decision-making. We are so dedicated to the PLC model, that we modified our bell schedule to allow time for teacher collaboration during the school day. The weekly schedule was modified at the district level to accommodate early Wednesday dismissal allowing for additional collaboration time. During grade level meetings our teachers and staff work together to review assessment data, determine which students are in need of intervention or extension, and create standards-based lessons built on research-validated instructional strategies. Teachers use a wide range of screeners, Essential Learning Outcomes (ELOs), common formative assessments, and summative assessments in English Language Arts and Math to monitor student progress. The PLC model is one of the key ingredients to the success of our school.

Although providing a rigorous curriculum where student learning thrives is our top priority in our MTSS model, we also believe it is equally important to educate the whole child. We strive to create an outstanding social-emotional environment for students to develop and grow through Positive Behavior Intervention and Support program (PBIS), Second Step Social Learning curriculum (K-5), Thrively curriculum (3-5), and by encouraging a positive growth mindset within our instruction. Our PBIS program explicitly teaches the students our schoolwide expectations and positively reinforces the students for following schoolwide expectations. This program emphasizes using a ratio of 5 to 1 positive to negative adult interactions with students and uses a "catching" students doing the right thing mentality. The Second Step curriculum teaches students about the values and behaviors needed for school success such as respect, empathy, self-regulation, problem-solving, and self-confidence. Through a positive growth mindset, we teach the students the power of "Yet" and that mistakes are part of the learning process, not the end of it.

To ensure we are educating the whole child, we have created what we call an Enrichment Schedule, not a "pullout" schedule. English Language Arts, Math, Science, and Social Science are our core subjects. Music, Physical Education, Library/Media Center, Science Lab, Computer Science and Coding, and Foreign Language (Spanish for 4th and 5th grades) are our encore subjects. TK through 2nd-grade students participate in Chorus once a week. Third-grade students receive instruction in recorder, violin, and chorus, and in 4th and 5th-grade, the students get to choose chorus, band instruments, or string instruments. PE is led by coaches under the supervision of the Elementary PE teacher. Students learn to code and media literacy with our Technology TOSA and grades 4th and 5th learn Spanish once each week. All students regardless of their ability, are included in the Science lab each week. This provides all students the opportunity to participate in hands-on learning, giving them another avenue to demonstrate strengths they may not otherwise develop. Finally, Laguna Beach is an artists' community and we enthusiastically include the visual arts and performing arts as part of the regular school day. Teachers use curriculum-based art projects and performances to teach the visual arts and performing arts standards at each grade level. Local artists come to campus to teach in-person lessons. We work together with the Laguna Art Museum to provide rich instruction using a variety of mediums.

Each day of the school year, it is through these well-rounded programs focusing on meeting the needs of the whole child, that we strive to attain our school district's vision: "We take ownership of each child's learning in our schools, accepting no limits on potential."

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: Increase student academic achievement in the area of mathematics through mastery of the Essential Learning Outcomes and by creating a Multi-Tiered System of Support for math intervention for all grade levels.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

The goal for 23-24 was nearly met in the area of ELA based on iReady scores as follows:

School-wide baseline iReady Math data for 23-24 (Tier 1) by grade level, see below:

K = 93%
1 = 68%
2 = 73%
3 = 72%
4 = 779%
5 = TBD (still testing as of SPSA Approval Date)

Tier III intervention support and progress monitoring contributed to higher proficiency levels on the iReady. Identified barriers include providing support for Tier II interventions. As Tier III students have lessened, we will divert resources to strengthen Tier II interventions during WIN Time and we will more closely monitor alignment of iReady to CAASPP to better prepare students for this type of assessment. We will also utilize our newly trained CGI teachers to assist with PD and modeling mathematical practices.

Performance Goal #2: Expand our Multi-Tiered System of Support for Social-Emotional Learning to increase effectiveness and accessibility of social-emotional support available to students during the school day. Additionally, we want students to have at least one adult at school they feel comfortable talking to about their social-emotional concerns. (Caring Relationship)

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

The goal for 23-24 was nearly met in the area of Mathematics based on iReady scores as follows:

School-wide baseline iReady ELA data for 22-23 is 84% at or above standard (Tier 1). By grade level, see below.

K = 93%
1 = 68%
2 = 73%
3 = 72%
4 = 79%
5 = TBD (still testing as of SPSA Approval Date)

Tier III intervention support and progress monitoring contributed to higher proficiency levels on the iReady. Identified barriers include providing support for Tier II interventions. As Tier III students have lessened, we will divert resources to strengthen Tier II interventions during WIN Time and we will more closely monitor alignment of iReady to CAASPP to better prepare students for this type of assessment.

Performance Goal #3: Preparing students for college and career by building on students' interests and knowledge of careers related to their interests.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

This goal was met based on the following stakeholder survey data:

87.3% of students reported relevant learning opportunities

82% of students reported that staff get to know student strengths and interests while 86% of parents reported the same

This goal was met.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

El Morro School Site Council met on 10/5/23, and 12/7/23, 2/8/24 and 5/16/24 to discuss the current year's data and current site goals. Student data was shared with the Site Council and reviewed with staff and the site leadership team. As a result of these discussions, the following school goals, related actions, and expenditures will be put in place to raise the academic performance for all students in math with an emphasis on those not meeting grade-level Essential Learning Outcomes. Also, goals were written to continue to prioritize support for social-emotional health/connectivity and attendance of all students at El Morro Elementary.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.5% | 0.23% | 0.96% | 2 | 1 | 4 |
| African American | 0.7% | 0.92% | 0.96% | 3 | 4 | 4 |
| Asian | 5.4% | 3.89% | 4.09% | 23 | 17 | 17 |
| Filipino | 1.2% | 0.92% | 0.96% | 5 | 4 | 4 |
| Hispanic/Latino | 16.3% | 14.87% | 16.35% | 69 | 65 | 68 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 63.6% | 67.05% | 65.87% | 269 | 293 | 274 |
| Multiple/No Response | 10.6% | 10.53% | 8.65% | 45 | 46 | 36 |
| | Total Enrollment | | | 423 | 437 | 416 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 76 | 71 | 54 |
| Grade 1 | 68 | 62 | 62 |
| Grade 2 | 72 | 86 | 68 |
| Grade3 | 63 | 76 | 83 |
| Grade 4 | 65 | 69 | 80 |
| Grade 5 | 79 | 73 | 69 |
| Total Enrollment | 423 | 437 | 416 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 28 | 24 | 26 | 6.60% | 5.5% | 6.3% |
| Fluent English Proficient (FEP) | 19 | 28 | 24 | 4.50% | 6.4% | 5.8% |
| Reclassified Fluent English Proficient (RFEP) | 3 | | | 10.7% | | |

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 65 | 73 | 82 | 0 | 70 | 80 | 0 | 70 | 80 | 0.0 | 95.9 | 97.6 |
| Grade 4 | 72 | 67 | 80 | 0 | 65 | 76 | 0 | 65 | 76 | 0.0 | 97.0 | 95.0 |
| Grade 5 | 81 | 75 | 69 | 0 | 75 | 66 | 0 | 75 | 66 | 0.0 | 100.0 | 95.7 |
| All Grades | 218 | 215 | 231 | 0 | 210 | 222 | 0 | 210 | 222 | 0.0 | 97.7 | 96.1 |

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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2490. | 2477. | | 54.29 | 43.75 | | 22.86 | 31.25 | | 17.14 | 13.75 | | 5.71 | 11.25 |
| Grade 4 | | 2538. | 2538. | | 55.38 | 56.58 | | 26.15 | 21.05 | | 7.69 | 10.53 | | 10.77 | 11.84 |
| Grade 5 | | 2559. | 2570. | | 49.33 | 43.94 | | 29.33 | 37.88 | | 8.00 | 9.09 | | 13.33 | 9.09 |
| All Grades | N/A | N/A | N/A | | 52.86 | 48.20 | | 26.19 | 29.73 | | 10.95 | 11.26 | | 10.00 | 10.81 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | | |
| Grade 3 | | 47.14 | 30.00 | | 44.29 | 65.00 | | 8.57 | 5.00 | | |
| Grade 4 | | 35.38 | 40.79 | | 58.46 | 48.68 | | 6.15 | 10.53 | | |
| Grade 5 | | 32.00 | 33.33 | | 58.67 | 59.09 | | 9.33 | 7.58 | | |
| All Grades | | 38.10 | 34.68 | | 53.81 | 57.66 | | 8.10 | 7.66 | | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 41.43 | 28.75 | | 54.29 | 62.50 | | 4.29 | 8.75 |
| Grade 4 | | 52.31 | 44.74 | | 40.00 | 46.05 | | 7.69 | 9.21 |
| Grade 5 | | 42.67 | 43.94 | | 44.00 | 50.00 | | 13.33 | 6.06 |
| All Grades | | 45.24 | 38.74 | | 46.19 | 53.15 | | 8.57 | 8.11 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 14.29 | 23.75 | | 81.43 | 68.75 | | 4.29 | 7.50 |
| Grade 4 | | 24.62 | 19.74 | | 67.69 | 76.32 | | 7.69 | 3.95 |
| Grade 5 | | 22.67 | 18.18 | | 72.00 | 78.79 | | 5.33 | 3.03 |
| All Grades | | 20.48 | 20.72 | | 73.81 | 74.32 | | 5.71 | 4.95 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 37.14 | 27.50 | | 55.71 | 66.25 | | 7.14 | 6.25 |
| Grade 4 | | 27.69 | 36.84 | | 67.69 | 59.21 | | 4.62 | 3.95 |
| Grade 5 | | 29.33 | 31.82 | | 60.00 | 60.61 | | 10.67 | 7.58 |
| All Grades | | 31.43 | 31.98 | | 60.95 | 62.16 | | 7.62 | 5.86 |

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 65 | 73 | 82 | 0 | 70 | 80 | 0 | 69 | 80 | 0.0 | 95.9 | 97.6 |
| Grade 4 | 72 | 67 | 80 | 0 | 65 | 76 | 0 | 65 | 76 | 0.0 | 97.0 | 95.0 |
| Grade 5 | 81 | 75 | 69 | 0 | 75 | 67 | 0 | 75 | 67 | 0.0 | 100.0 | 97.1 |
| All Grades | 218 | 215 | 231 | 0 | 210 | 223 | 0 | 209 | 223 | 0.0 | 97.7 | 96.5 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2496. | 2485. | | 47.83 | 41.25 | | 31.88 | 37.50 | | 15.94 | 13.75 | | 4.35 | 7.50 |
| Grade 4 | | 2529. | 2524. | | 35.38 | 42.11 | | 38.46 | 31.58 | | 21.54 | 18.42 | | 4.62 | 7.89 |
| Grade 5 | | 2544. | 2562. | | 42.67 | 40.30 | | 18.67 | 29.85 | | 18.67 | 16.42 | | 20.00 | 13.43 |
| All Grades | N/A | N/A | N/A | | 42.11 | 41.26 | | 29.19 | 33.18 | | 18.66 | 16.14 | | 10.05 | 9.42 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 62.32 | 45.00 | | 31.88 | 46.25 | | 5.80 | 8.75 |
| Grade 4 | | 41.54 | 50.00 | | 52.31 | 42.11 | | 6.15 | 7.89 |
| Grade 5 | | 44.00 | 46.27 | | 37.33 | 40.30 | | 18.67 | 13.43 |
| All Grades | | 49.28 | 47.09 | | 40.19 | 43.05 | | 10.53 | 9.87 |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 43.48 | 47.50 | | 49.28 | 47.50 | | 7.25 | 5.00 |
| Grade 4 | | 36.92 | 35.53 | | 58.46 | 50.00 | | 4.62 | 14.47 |
| Grade 5 | | 34.67 | 34.33 | | 49.33 | 52.24 | | 16.00 | 13.43 |
| All Grades | | 38.28 | 39.46 | | 52.15 | 49.78 | | 9.57 | 10.76 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 44.93 | 37.50 | | 50.72 | 51.25 | | 4.35 | 11.25 |
| Grade 4 | | 41.54 | 36.84 | | 52.31 | 50.00 | | 6.15 | 13.16 |
| Grade 5 | | 25.33 | 34.33 | | 60.00 | 55.22 | | 14.67 | 10.45 |
| All Grades | | 36.84 | 36.32 | | 54.55 | 52.02 | | 8.61 | 11.66 |

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 416 | 23.3 | 6.3 | |
| Total Number of Students enrolled in El Morro Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 26 | 6.3 |
| Foster Youth | | |
| Homeless | 7 | 1.7 |
| Socioeconomically Disadvantaged | 97 | 23.3 |
| Students with Disabilities | 51 | 12.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 1 |
| American Indian | 4 | 1 |
| Asian | 17 | 4.1 |
| Filipino | 4 | 1 |
| Hispanic | 68 | 16.3 |
| Two or More Races | 36 | 8.7 |
| White | 274 | 65.9 |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|------------------------------------|
| English Language Arts Blue | Chronic Absenteeism Orange | Suspension Rate Blue |
| Mathematics Blue | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

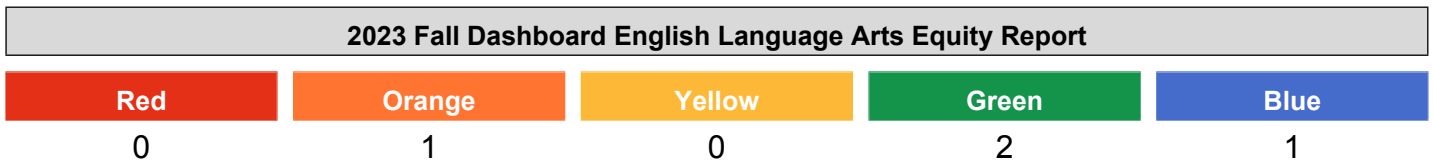
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| All Students Blue 60.5 points above standard Maintained -1.6 points 218 Students | English Learners 27.3 points above standard Decreased -10.1 points 15 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 5 Students | Socioeconomically Disadvantaged Green 39.8 points above standard Increased +9.2 points 56 Students | Students with Disabilities Orange 16.9 points below standard Maintained +1.3 points 34 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 3 Students | Less than 11 Students 1 Student | 87.9 points above standard 11 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 37.7 points above standard Decreased -11.8 points 35 Students | 42.9 points above standard Decreased -13.1 points 20 Students |  No Performance Color 0 Students |  Blue 66.1 points above standard Maintained -0.6 points 143 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| Less than 11 Students 7 Students | Less than 11 Students 8 Students | 62.6 points above standard Maintained -1.2 points 195 Students |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

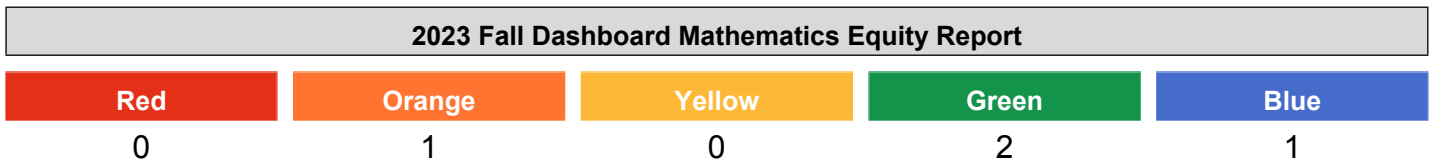
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> <p>Blue</p> <p>42.6 points above standard</p> <p>Maintained -0.4 points</p> <p>218 Students</p> | <p>English Learners</p> <p>15.1 points above standard</p> <p>Decreased -6.1 points</p> <p>15 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>17.1 points above standard</p> <p>Increased +8.8 points</p> <p>56 Students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>39.1 points below standard</p> <p>Decreased Significantly -24.6 points</p> <p>34 Students</p> |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
| Less than 11 Students 3 Students | Less than 11 Students 1 Student | 98.5 points above standard 11 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 31.8 points above standard Increased +9 points 34 Students | 34.8 points above standard Decreased -8.1 points 20 Students |  No Performance Color 0 Students |  Blue 44 points above standard Maintained -0.8 points 143 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| Less than 11 Students 7 Students | Less than 11 Students 8 Students | 43.3 points above standard Maintained -2.5 points 195 Students |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
|--|
| 69.2% making progress towards English language proficiency |
| Number of EL Students: 13 Students |
| Performance Level: No Performance Level |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 0 | 4 | 1 | 8 |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

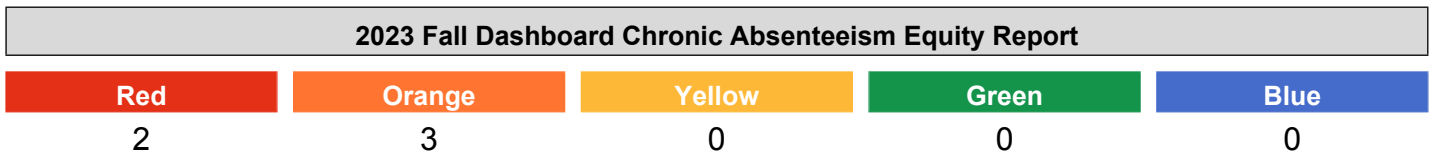
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Orange</p> <p>22.8% Chronically Absent</p> <p>Declined -1.1</p> <p>430 Students</p> | <p>English Learners</p> <p>37% Chronically Absent</p> <p>Increased 4.9</p> <p>27 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>35.9% Chronically Absent</p> <p>Declined -2.5</p> <p>103 Students</p> | <p>Students with Disabilities</p> <p>Red</p> <p>35.5% Chronically Absent</p> <p>Increased 1.1</p> <p>62 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
| <p>Less than 11 Students</p> <p>4 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> | <p>22.2% Chronically Absent</p> <p>Increased 4.6</p> <p>18 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Red</p> <p>30.4% Chronically Absent</p> <p>Maintained 0.4</p> <p>69 Students</p> | <p> Orange</p> <p>23.4% Chronically Absent</p> <p>Declined -0.7</p> <p>47 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p> Orange</p> <p>20.8% Chronically Absent</p> <p>Declined -2.1</p> <p>284 Students</p> |

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

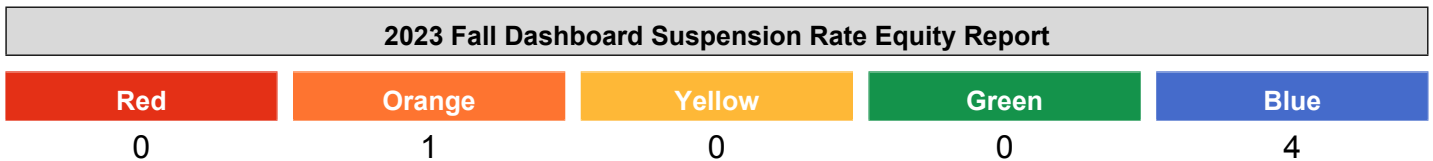
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined Significantly -1.1</p> <p>432 Students</p> | <p>English Learners</p> <p>0% suspended at least one day</p> <p>Declined -6.9</p> <p>27 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.9</p> <p>105 Students</p> | <p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -3.1</p> <p>62 Students</p> |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
| <p>Less than 11 Students 4 Students</p> | <p>Less than 11 Students 4 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p> | <p>Less than 11 Students 4 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.4 69 Students</p> | <p> Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1 47 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p> Blue</p> <p>0.3% suspended at least one day</p> <p>Declined Significantly -1.7 286 Students</p> |

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

Teachers will administer common, formative assessments (CFAs) and iReady summative assessments in English/Language Arts and Math to measure specific learning outcomes so that 85% of students will end the year within the Tier I instructional range. Data from assessments will be analyzed by individual teachers and grade level Professional Learning Communities (PLC) with a targeted focus on Tier 2 instructional interventions during WIN time.

Identified Need

To increase student achievement in reading at all grade levels. By the end of the 2023-2024 school year, 85% of students will be proficient in meeting grade level standards in ELA as measured by iReady, DIBELS, and grade level CFAs taken from end-of-year summative data.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| CAASPP Summative Assessment grades 3-5 (80% met or exceeded standard) | <p>Most current data:</p> <p>CAASPP ELA</p> <p>All students 77.93%</p> <p>Students with Disabilities: 44.83%</p> <p>Low Socioeconomic Status: 75%</p> <p>Math</p> <p>All students 74.44%</p> <p>Students with Disabilities: 44.83%</p> <p>Low Socioeconomic Status: 66.07%</p> | * An increase percentage of 5% across all groups of students as measured by CAASPP & iReady |
| i-Ready Reading EOY Diagnostic K-5 (85% within to above grade level) | <p>iReady EOY 23/MOY24 Reading</p> <p>All students Tier 1: 82%/73%</p> <p>All students Tier 2: 14%/21%</p> | * Increase in the number of K-5 students at Tier I instructional levels at the end of the year; |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | <p>All Students Tier 3: 4%/6%</p> <p>Low Socioeconomic Status Tier 1: 69%/46% Tier 2: 20%/23% Tier 3: 12%/30%</p> <p>EL Tier 1: 32%/23% Tier 2: 45%/54% Tier 3: 23%/23%</p> <p>SWD Tier 1: 56%/38% Tier 2: 28%/32% Tier 3: 16%/30%</p> <p>K = 94%/80% Tier 1 1 = 92%/52% Tier `1 2 = 84%/73% Tier 1 3 = 88%/81% Tier 1 4 = 69%/69% Tier 1 5 = 78%/76% Tier 1</p> <p>iReady EOY 23/MOY24 Math All students Tier 1: 76%/59% All students Tier 2: 22%/37% All Students Tier 3: 2%/4%</p> <p>Low Socioeconomic Status Tier 1: 64%/34% Tier 2: 29%/53% Tier 3: 8%/13%</p> <p>EL Tier 1: 37%/23% Tier 2: 55%/62% Tier 3: 9%/15%</p> <p>SWD Tier 1: 50%/26% Tier 2: 38%/55% Tier 3: 12%/20%</p> <p>K = 88%/65% Tier 1 1 = 71%/38% Tier `1 2 = 71%/62% Tier 1</p> | <p>decrease in the numbers of students in Tier II and III levels.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | 3 = 72%/53% Tier 1 4 = 79%/59% Tier 1 5 = 83%/70% Tier 1 | |

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

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

All students

Action/Service

Tier 1 (ALL): Best first instruction in reading using district-adopted curriculum and i-Ready Reading. Teaching utilizes signature practices; small group instruction, OG strategies, access to tiered intervention, Academic Vocabulary, Essential Learning Outcomes & Common Formative Assessments

Tier 2 (SOME): Reading Intervention Team, teachers, and IAs to use Tier II reading materials, i-Ready printable lessons, i-Ready Teacher Tool Kit and prescriptive lessons, small group instruction, OG strategies, access to tiered intervention,

Tier 3 (FEW): Intensive small-group interventions also utilize materials listed above

*Teachers will be trained to provide differentiated support for identified students focusing heavily on Tier II instruction based on CFA and iReady assessment data.

*PLC meetings will be focused on data analysis & targeted plans to close achievement gaps-agendas collected & reviewed

*Substitutes will be provided to release teachers to attend weekly MTSS/CAST and SST meetings to plan for student interventions and supports.

*MTSS team will review data for 6 week intervention cycles to monitor/adjust Tier 2/3 support

*IAs will be utilized to provide tier 2 and enrichment support

*Math cohort will further CGI training amongst certificated and classified staff

*Team will analyze math framework changes & scope and sequence to align supplemental resources and prepare for math adoption

*MTSS Reading team will work with SLP to identify ways to support students with identified dyslexia outside of IEP support

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 5000 | Categorical (State) - LCFF Supplemental (Unduplicated Students) |
| 1000 | General Fund - GATE |

5000

Categorical (State) - LCFF Supplemental
(Unduplicated Students)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Foster social-emotional competencies and self identity through student agency, engagement, resiliency, and positive relationships.

School Goal 2

Increase connectivity and social/emotional wellness for all students through positive school attendance, direct SEL services for students, and PBIS.

Identified Need

While datasets are relatively positive for this LCAP goal, El Morro would like to focus on continuing to utilize PBIS to decrease referrals and increase positive connections to adults on campus. Additionally, the California school dashboard indicates "low performance" for chronic absenteeism.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---|
| CA School Dashboard | <p>22-23 Chronic Absenteeism Rate All Students: 22.8% (improved 1% from 21-22) Hispanic: 30.4% SWD: 35.5% SED: 35.9%</p> <p>As of 5/2025 All Students 10:5% EL: 14.3% Hispanic: 12.5% SWD: 17% SED: 20.4%</p> <p>Suspension Rate - CA Dashboard "Very High Rating" (Positive-Blue) 0.5% students suspended at least 1 day (22-23) 0% students suspended at least 1 day (23-24)</p> | <p>Improved Chronic Attendance of each subgroup Maintain a low suspension rate</p> |
| Annual Community Survey, | <p>Annual School Survey % of students/parents reporting 1 adult at school who supports them 84%/89%</p> | <p>Increase % of students and parents reporting 1 adult at school who supports their student</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | Increase # of students/parents reporting students are given a choice in how they show their learning (in alignment with LBUSD Learner Profile) 79%/69 | Increase # of students/parents reporting students are given a choice in how they show their learning |
| Aeries | Reduce Referrals for Physical Aggression 38 referrals- 23-24 | Reduce # of referrals for physical aggression by 20% |

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Subgroups: Hispanic, SWD, SED, EL

Action/Service

*El Morro will continue to utilize restorative practices and community circles to build empathy, respect, and connectivity among staff and students.

*Tier 1 SEL lessons will continue to be integrated into grade level curriculum

*Tier 2 & 3 counseling will provide targeted assistance to students in need as identified by SEL screeners and behavioral data analysis

*PBIS will continue to be refined to specifically target cyber-citizenship

*Staff will continue to partner with PTA to provide educational workshops to address cyber-citizenship and responsible use of technology

*PALs & Sea Lion Senate will be leveraged to strengthen connectivity to campus, increase student voice/choice, and build empathy with student-centered problem-solving

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Categorical (State) - LCFF Supplemental (Unduplicated Students)

1000

General Fund - GATE

5000

Categorical (State) - LCFF Supplemental (Unduplicated Students)

10000

General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

Maintain student and parent sense of connectivity and belonging and ensure students identified for supplemental, targeted supports receive access to high quality interventions.

Identified Need

There is a need to increase and diversify parents participating in school committees, PTA, activities and organizations and increase the number of students reporting they have never experienced bullying or harassment at school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Annual Community Survey | Provides opportunities for parent input is reported at 79% agreement | Increase parent satisfaction for parent input. |
| Participation in clubs including PALs, Sea Lion Squad & Sea Lion Senate | 65% of students reported never having experienced direct bullying or harassment at school | Increase number of students reporting having experienced direct bullying or harassment at school by 5% |
| Decrease in number of students needing Tier 3 interventions & Increase the number of students who meet or exceed their annual growth goal. | TBD- participation in Sea Lion Squad, PALs and Sea Lion Senate | The number of students who progress a level will increase by 3%. |
| ELPAC | 69% of EL students made progress toward EL proficiency based on CA Dashboard EL Progress Indicator | |

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Tier 1 (ALL): Best first instruction in reading using district-adopted curriculum including the Second Step Program.

Tier 2 (SOME): School Counselors: 1:1 and small group instruction

Tier 3 (FEW): Intensive 1:1 counseling

*Substitutes will be provided to release teachers to attend weekly MTSS/CAST and SST meetings to plan for student interventions and supports.

Staff members will lead Sea Lion Club teams to oversee activities to connect El Morro students to the campus, community and one another.

Staff will partner with PTA to seek parent input and improve connectivity based on identified needs.

PALs will be restructured to increase student empathy, problem-solving and advocacy.

PBIS will be refined to provide consistency, clarity and motivation for upper grade student involvement & focus on cyber-citizenship.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 5000 | Categorical (State) - LCFF Supplemental (Unduplicated Students) |
| 6000 | General Fund - Site Discretionary |
| 3000 | General Fund - Site Discretionary |
| 5000 | General Fund - Site Discretionary |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 4

El Morro will reduce chronic absenteeism and increase student attendance to attain a 97% positive attendance rate and decrease the number of students labeled with chronic absenteeism at the end of the 2023-2024 school year.

Identified Need

El Morro currently maintains an end-of-year 10-month average attendance rate of 95% with 103 students identified with an attendance rate less than 90%.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|--|---|
| End of Year Attendance Report | End of year data indicates a 95% attendance rate at El Morro with 103 students labeled with chronic absenteeism. | El Morro will maintain a 97% 10-month average attendance rate at the end of the 2023-2024 school year and decrease the number of students with chronic absenteeism to less than 10% of the El Morro student population. |

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

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

Tier II - Some students; students maintaining less than 90% attendance rate

Tier III - Few students; students who attend SART with increased chronic absenteeism referred to DART

Action/Service

*El Morro will add a MTSS support position to oversee communication and accountability for positive attendance.

*Attendance letters/warnings will be sent to students with elevated absences (warning) in alignment with the district's reporting periods.

*Families of students who fall below the 90% attendance rate will be invited to participate in a School Attendance Review Team (SART) meeting

*Families of students who do not exhibit improvement in attendance after SART meeting will be referred to the District Attendance Review Team (DART).

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at risk of performing below grade level need additional support. [The following actions and related expenditures support this goal and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|---|--|
| CAASPP/i-Ready ELA & Math Outcomes | Districtwide, 21% (ELA) and 33% (Math) were not grade-level proficient on the 2023 CAASPP. Districtwide, 8% (ELA) and 7% (Math) were in need of Tier 3 level interventions based on the 2024 iReady Assessment. The largest achievement gap exists for English learners and students with disabilities. | Lower percentage of students not achieving at grade level based on the CAASPP. Decrease in the achievement gap between English learners, students with disabilities, and schoolwide average. |

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

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

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 205,824 | Categorical (Federal) - Title I (At-Risk/Low Income) |

Action/Service 2

Students to be Served by this Action/Service

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

At-promise students

Action/Service

Provide target interventions, including summer and after-school support.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50,524

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

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

At-promise students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,165

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|---------------------|----------------------------|
| Dr. Julie Hatchel | Principal |
| Kimberly Mattson | Classroom Teacher |
| Karly Kovac | Classroom Teacher |
| Alicia Saucedo | Classroom Teacher |
| Mary Stinnett | Other School Staff |
| Ashley Walden | Parent or Community Member |
| Erin Beutin | Parent or Community Member |
| Lauren Boeck | Parent or Community Member |
| Emily Rolfing | Parent or Community Member |
| Anne-Gaelle Carlton | Parent or Community Member |

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

This SPSA was adopted by the SSC at a public meeting on 5/16/24.

Attested:



Principal, Dr. Julie Hatchel on 6/3/24



SSC Chairperson, Ian Corso on 6/3/24