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	December 7, 2021

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 as evidenced by our most recent students' performance on the 2019 California Assessment of Student Performance and Progress (CAASPP). 87% of our third through fifth-grade students met or exceeded the standards in English Language Arts and 80% of our students met or exceeded the standards in Math. 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-3), Thrively curriculum (4-5), 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 participates 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 much more with our Technology Para and grades 4th and 5th learn Spanish 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 by creating a system of intervention for mathematics. 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.
No, El Morro was able to maintain student academic achievement in the area of mathematics. We measured this through i-Ready and not the CAASPP because the CAASPP test was not administered last year due to the pandemic. We did create a system of Math Intervention. Each week on Fridays our Hybrid students who needed support were referred to Math Intervention with a certificated teacher during asynchronous learning. We discovered that one day a week was not sufficient and thus we have expanded this goal in this year's plan.
Performance Goal #2: Return student chronic absenteeism rates to the levels recorded prior to the start of the pandemic. During the pandemic, for safety reasons, we have encouraged families to have students stay at home if they are experiencing and COVID-like symptoms. As we move toward lower infection rates while still encouraging safety standards, we would like to return chronic absenteeism rates to the pre-pandemic levels of 6.5% or less. 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.
No. Goal suspended due to COVID - 19 protocols Percent of students who are absent for 10 percent of more of the days: 7%
Performance Goal #3: Establish and maintain identified safety procedures for students, staff, and parents to follow to keep everyone healthy for in-person instruction and limit the spread of COVID-19 on campus. 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.
Yes. Our school remained open from October 6th, when we reopened until the end of the school year on June 10, 2021
Performance Goal #4: 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.
Performance Goal #5: 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.
Performance Goal #6: 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.

Stakeholder 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 October 12, 2021, and November 9, 2021, to discuss the prior 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, a goal was written to continue to prioritze support for social-emotional health of all students at El Morro Elementary. The third goal encourages students to identify their interests as they relate to present day learning and future college and career aspriations.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	0.43%	0.22%	0.5%	2	1	2
African American	0.43%	0.22%	0.7%	2	1	3
Asian	4.74%	4.99%	5.4%	22	23	23
Filipino	1.72%	1.08%	1.2%	8	5	5
Hispanic/Latino	14.66%	13.23%	16.3%	68	61	69
Pacific Islander	%	0%	%		0	
White	68.53%	70.93%	63.6%	318	327	269
Multiple/No Response	8.84%	8.68%	10.6%	41	40	45
			Total Enrollment	464	461	423

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	89	96	76
Grade 1	60	68	68
Grade 2	65	67	72
Grade3	80	67	63
Grade 4	79	79	65
Grade 5	91	84	79
Total Enrollment	464	461	423

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	34	31	28	7.3%	6.7%	6.6%
Fluent English Proficient (FEP)	14	18	19	3.0%	3.9%	4.5%
Reclassified Fluent English Proficient (RFEP)	4	6	3	9.5%	17.6%	9.7%

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

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 (MTSS) for math intervention for all grade levels.

Identified Need

To increase student achievement in mathematics at all grade levels and to measure the effectiveness of our new Math ToSA and MTSS math intervention system

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Summative Assessment grades 3-5, Common Formative Assessments, i-Ready Math Diagnostics, FactsWise Data	Most current data: Baseline CAASPP data for 18-19 Problem-Solving and Modeling/Data claim is: Grade 4 59% above standard 39% near-standard 2% below standard Grade 5 44% above standard 49% near-standard 7% below standard	An increased percentage of students above standard in grades 3-5 as measured by CAASPP Increase in K-5 student grade level ELO achievement in mathematics.

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 math using Math Expressions curriculum and ST Math. Teaching utilizes signature practices; FactsWise, Cognitively Guided Instruction (CGI), ST Math Number Talks, Visual Models, Manipulatives, Academic Vocabulary, Essential Learning Outcomes & Common Formative Assessments

Tier 2 (SOME): Math ToSA and IAs to use Math Expressions differentiation cards and Tier II materials, i-Ready printable lessons, i-Ready Teacher Tool Kit and prescriptive lessons, FactsWise, manipulatives, small group instruction, push in model
Tier 3 (FEW): SAI and intensive Gen-ed small group interventions also utilize Tier III materials including those listed above

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)

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

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)

Identified Need

Address pandemic related social emotional and academic needs due to suspension of in-person instruction and the modified in-person learning that happened in 2020-21.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The information gained through the next LCAP Climate Survey, counseling referrals and counseling group data, Student Risk Screening Scale and Pulse or Co-Vitality survey results, Kelvin Plus Data, Second Step pre,-- and post-data, CAST meeting information and progress monitoring throughout the year, and Student Behavior Data	Data from the 2020-21 LCAP Climate Survey suggested a need for additional opportunities for providing greater access to social-emotional supports and counseling. Compared to other areas, students and parents report lower perceptions of the availability of counseling services to help students' social-emotional concerns (67-74%).	An increase in positive student behavior data and student-reported positive social-emotional well-being.

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) Students will participate in weekly Second Step lessons building social-emotional competence and working to enhance positive attitudes towards self and others. The Second Step Curriculum becomes part of the schoolwide culture increasing positive social behavior and

increasing connectedness. Student Risk Screening Scale and Pulse or Co-Vitality survey follow-up. Staff Mentoring program, (3-5) Thrively social-emotional lessons.
Tier 2 (SOME) Small group and individual counseling with school Psychologist and Counselor, Growth Mindset lessons.
Tier 3 (FEW) Small group and individual counseling, referrals to a social worker.

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)

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

Preparing students for college and career by building on students' interests and knowledge of careers related to their interests

Identified Need

Helping students identify interests and strengths so students can begin to learn about career and college opportunities available to them in the future.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Climate Survey, Thrively Inventory, and Healthy Kids Survey results	Data from the 2020-21 LCAP Climate Survey suggested parents are less likely to agree that El Morro prepares students for college and career (57%). Also, a need for additional opportunities for students to regularly participate in learning activities that solve real-world problems (parent response, 62% agreed) was identified by parents and support by our SSC parent feedback data.	Students will participate in activities to support learning about college and career opportunities in the future and engage in more real-world problem solving across content areas.

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

Real-world problem-solving in Math, Science, English Language Arts, and Social Studies. A deeper focus on teaching digital literacy and computer science skills across the curriculum including coding(3-5), art activities, virtual and in-person field trips. Enriched opportunities for A Day in the Life career presentations, and Thrively career and college interest development. Continued

inclusion of the 4 C's - Communication, Collaboration, Creativity, and Critical Thinking at all grade levels.

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)

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 district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Proficiency	Districtwide 18% (ELA) and 22% (Math) are not grade level proficient (2019). The largest achievement gap exists with English learners.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in the achievement gap between English learners and districtwide 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)
148,000	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-risk students

Action/Service

Provide target interventions, including after school support and additional resources.

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)
39,800	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)

English learners

Action/Service

Parent meetings and staff training for professional learning, conferences, and workshops.

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)
21,500	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
Chris Duddy	Principal
Ian Corso	Classroom Teacher
Terii Ault	Classroom Teacher
Leanne Huyhn	Other School Staff
Kimberly Mattson	Classroom Teacher
Lindsey Richland	Parent or Community Member
Nicole Strathman	Parent or Community Member
Paulo Prietto	Parent or Community Member
Ashley Walden	Parent or Community Member
Jynel Young	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 11-9-21.

Attested:

Chris Duddy	Principal, Chris Duddy on 11-18-21
Mattson	SSC Chairperson, Kimberly Mattson on 11-18-21